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REPORT RESUMES

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A STUDY OF LEADERSHIP IN SCHOOL-AGE CHILDREN.

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THIS STUDY WAS AN ATTEMPT TO REMEDY IN PART THE PRESENT DEFICIENCIES IN EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEADERSHIP POTENTIAL. A SAMPLE OF 45-70 KINDERGARTEN CHILDREN WERE STUDIED IN A TWO-PHASE PROGRAM. THE FIRST 2-YEAR PHASE WAS DEVOTED TO EXPERIMENTING WITH METHODS OF ASSESSING LEADERSHIP BEHAVIOR AND WITH SPECIFIC EXPERIMENTAL IMPROVEMENT METHODS IN THE PRIMARY GRADES. IN THE SECOND 2-YEAR PHASE, ATTEMPTS WERE MADE TO ENCOURAGE LEADERSHIP BEHAVIOR BY THE SYSTEMATIC INTRODUCTION INTO THE CURRICULUM OF LEARNING EXPERIENCES THAT ARE DESIGNED TO INCREASE LEADERSHIP BEHAVIOR. THESE LEARNING EXPERIENCES WERE DRAWN FROM EXPERIMENTS CARRIED ON IN THE FIRST PHASE AND FROM PROCEDURES DESCRIBED IN RESEARCH AND EDUCATIONAL LITERATURE. THE LEARNING OF LEADERSHIP IS NOT AN IMPORTANT FORMALIZED PART OF THE SCHOOL PROGRAM, AT LEAST NOT OF THOSE UTILIZED IN THIS RESEARCH. CHILDREN ARE HARDLY CONSCIOUS OF ITS OCCURRENCE. THEY ARE PREOCCUPIED WITH THE ACADEMIC PROGRAM TO A MUCH GREATER EXTENT THAN THEY ARE WITH LEADERSHIP AS SUCH. THE LEARNING OF LEADERSHIP IS INCIDENTAL TO THE FORMAL LEARNING OF THE REGULAR CURRICULUM. IT WAS FELT TO BE IMPORTANT, HOWEVER, THAT THOSE CHILDREN WHO DO EMERGE AS LEADERS BE TAUGHT THE COMPLEXITIES OF LEADERSHIP. (JL)

A STUDY OF LEADERSHIP IN SCHOOL AGE CHILDREN

Cooperative Research Project No. 697

Robert F. DeHaan

Hope College
Holland, Michigan

1962

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PREFACE

The Study of Leadership in School Age Children grew out of several converging interests. The first was the interest and concern of educators in the three different school systems of Holland, Michigan to provide an increasingly effective educational program for all their pupils, but particularly the gifted. The second was the interest of all the educators in Holland in working together on some common project for the benefit of the youth of the community. The third was the special interest of major investigator of this study in research on the development of social leadership. These interests led to the development of the leadership research within the larger context of what came to be known as the Holland Youth Development Program. This program was basically a gifted child program.

A planning committee was established to help plan both the larger Holland Youth Development Program and to act in an advisory capacity for the research on leadership. The committee consisted of Dr. Bert Bos, Superintendent, Holland Christian Schools; Mr. John Donnelly, President, Donnelly-Kelley Glass Company; Dr. John Hollenbach, Vice President, Hope College; Rt. Rev. Msgr. LeRoux, Superintendent, Catholic Parochial Schools; Mr. Walter Scott, Superintendent, Holland Public Schools. Dr. Bert Bos was later replaced by Mr. Mark Vander Ark who took Dr. Bos' place when the latter when to a new professional position.

Plans for the Holland Youth Development Program were completed first. In the spring of 1958 the program was introduced into the schools of Holland.

In the Spring of 1959 a research grant was obtained from the Cooperative Research Branch of the U. S. Office of Education. The proposal was to describe "The Development of Leadership in School Age Children" (SAE - 8374). This report describes the studies that this grant made possible.

In the first year of the research project, 1959-60, the major efforts were spent in getting underway. This involved the establishment of a small groups laboratory in which the laboratory study of leadership was conducted.

In the second year of the study, 1960-61, the preliminary study of children's concepts of leadership was initiated. Simultaneously, an instrument was being developed for the Pilot Study of Leaders' Values. The results of these studies were analyzed in the summer of 1961.

In the Fall of 1961 an extension of the project until June, 1962 was sought and granted. The researcher then extended the study of children's concepts of leadership and initiated the study of the "second curriculum" in its relation to the learning of leadership.

Special thanks are due to Dr. John Hollenbach, Vice President of Hope College for his encouragement; to the President of Hope College, Dr. Irwin J. Lubbers, for making laboratory facilities available for the study of leadership; to Mr. Walter Scott, Superintendent of the Holland Public Schools, and Dr. Bert Bos, Superintendent of the Holland Christian Schools for making children available for the studies. To the many administrators and teachers, especially Mr. Jay Formsma, Principal of Holland High School, I acknowledge my debt of gratitude for making arrangements, for releasing children, and for showing an interest in the studies that were being conducted in their schools.

Miss Mary Campbell and Mr. Robert Vander Molen, guidance personnel of Ottawa Hills High School were very helpful in making arrangements for administering the "second curriculum" questionnaire to the students in their school, and for giving the investigator a chance to report his findings to the faculty in their inservice training meetings.

Many students at Hope College worked hard on the project. Among them were James Betke, Robert Franken, Emily Hradec, Reuben Kamper, Thomas McNeil, Gary Looman, Rodney Zegers, Diane Sluyter, Ruth Laning

Special thanks go to two people, Mr. Phillip Van Eyl for his technical assistance as educational psychologist on the project, and Mrs. Ramona Beukema for her competent secretarial work. Miss Jean Mast was extremely helpful as a typist.

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August, 1962

INTRODUCTION

In this Introduction will be given a description of the problem, objectives, related research and general procedures to serve as a background for the research to be reported in the following pages.

The Problem

The problem of understanding leadership and developing it is a crucial one from many standpoints. As the Rockefeller report on education states it,[1] the pressure of an ever increasingly complex society will demand creative leadership for years to come. From the point of view of the individual potential leaders the problem is also an important one. That is, the future leader who will be called to assume unprecedented responsibility as a leader needs the kind of educational preparation that will enable him to discharge this responsibility effectively. Furthermore, if the schools are charged with the mandate to develop future leaders, then educators need help in understanding that which they are supposed to develop in children.

Educators have generally tended to adopt a laissez-faire attitude toward the development of leadership. The lack of attention to the specific problem of developing leadership is the result of several factors: 1) confusion about the definition and the psycho-social correlates of leadership, 2) confusion over the role of leadership in a democratic society, 3) difficulties involved in the ethical aspects of educating leaders, 4) confusion over the educational objectives for potential leaders, 5) problems of devising and incorporating into the curriculum learning experiences that will insure the attainment of objectives.

Research has clarified some of the questions about the psycho-social correlates of leadership, has left many othersquestions still unresolved, and has raised new ones. Much remains to be done, however, to increase our understanding of the basic nature of leadership and of the basic nature of giftedness in general. Much also remains to be done to increase our understanding of how to develop leadership in children. Our understanding of the basic dimensions of leadership has not yet moved to the point where the results can be confidently used as a basis for the point where the results can be confidently used as a basis for deciding on educational policy or as a foundation stone for the construction of curriculum.

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[1] Rockefeller Bros Fund. The Pursuit of Excellence: Education and the Future of America, Garden City New York: Doubleday, 1958.

Objectives

The proposed research is an attempt to remedy in part the present deficiencies in educational programs for children with leadership potential. The following specific objectives have been established to make possible the attainment of the general objective.

1. To assess leadership and describe conditions under which it develops in children of elementary school age.

2. To establish a number of learning experiences whose potential for initiating and improving leadership behavior is high.

3. To develop a theoretical model of the dynamics of leadership from which further educational concepts and practices can be deduced.

Related Research

There is no universally accepted definition of leadership. Like definitions of personality, it seems that definitions of leadership depend on the theoretical orientation of the researcher. Carter[2] has described four kinds of definitions. In one class of definitions he describes the idea that a group is polarized around some central person in the group. This concept is explicated by Redl[3]. A second way that leadership is defined, according to Carter, is in terms of group goals or the group situation. The approach of the Ohio State Leadership Studies tend to be oriented around such a definition. A third method of defining leadership is in terms of sociometric choices, a definition given by Jennings[4]. Carter also describes a fourth definition given by Cattell[5,6] Cattell defines the leader as one who influences the group syntality, i.e.

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[2] Launor F. Carter, Group Relations at the Crossroads. New York: Harpers, 1953, pp. 262-265.

[3] Fritz, Redl, "Group Emotion and Leadership," Psychiatry, 1942, 5, 575-584.

[4] Helen H. Jennings, Sociometry Monographs, No. 14, 1947, 12-14.

[5] Raymond B. Cattell, "New Concepts for Measuring Leadership in Terms of Group Syntality," Human Relations, 1951, 4, 161-184.

[6] Raymond B. Cattell, Personality and Motivation Structure and Measurement, New York: World Book Co., 1957.

the "personality" of the group.

Perhaps the most sophisticated interactional definition of leadership is in terms of social power given by Lippitt, et. al.[7] from the University of Michigan Group Dynamics Institute. Social power is the potentiality for inducing forces in other persons toward acting or changing in a given direction. A leader is a person with a relatively great social power.

Personal factors associated with leadership have been studied extensively. No universal trait or characteristic of leaders has been found. Stogdill[8] reviewed the research literature on this problem and classified the personal factors possessed by leaders under the following general headings: Capacity, such as alertness, intelligence, verbal facility; Achievement, such as scholarship, knowledge, athletic accomplishments; Responsibility, such as dependability, initiative; Participation, such as sociability, cooperation, activity; Status, socio-economic status, popularity. Although personal leadership patterns are persistent and relatively stable, Stogdill also hastens to point out the significance of situational factors, namely, the mental level, status, skills, needs, etc., of the followers. The pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities and goals of the followers. The precise nature of the relationship(s) still remains to be adequately described.

A spate of studies on the adolescent peer culture and the values of adolescents has come out recently. Perhaps the most provocative of these is Coleman's.[7] He has indicated that there is a distinct peer culture and that the culture is more influential in directing the action of adolescents than is the adult world. He also makes some fruitful suggestions about how to make the adult world, and particularly the high school curriculum that is controlled by the adult world, a more rewarding prospect to the adolescent. His study has provided many leads that were followed in the present study.

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[7] Lippitt, Ronald, Norman Polansky, and Sidney Rosen, "The Dynamics of Power," Human Relations, 1952, 5, 37-64.

[8] Ralph Stogdill, "Personal Factors Associated with Leadership. A Survey of the Literature," Journal of Psychology, 1948, 25, 35-71.

[9] James S. Coleman, Social Climates in High Schools. Cooperative Research Monograph No. 4., Washington: Office of Education, 1961.

The question of the relationship between general and situational leadership is still alive. The situational theory of leadership has received strong support from some researchers. The theory is perhaps most lucidly stated by Gibb[10] to the effect that leadership is always relative to the situation. This theory stems from the Gestalt position in psychology. Those who hold to this theory have insisted that there are no universal traits of leadership. This has served as a cautionary measure against those who glibly enumerate leadership traits. Gibb, like other advocates of the situational theory, however, does not completely deny the existence and importance of general personality characteristics which make it more likely that one individual rather than another will become a leader in any group. Furthermore, the situationalists have failed to delineate operationally the variety and uniformities among group situations that effect the emergence and qualities of leadership.

It is fair to state that the assessment of leaders and description of the leadership process and behavior is still far from complete. The description of leadership depends heavily on one's definition of leadership, which in turn depends largely on one's theoretical predilections. No one has yet been able to demonstrate or measure either purely situational or purely personal factors in leadership nor yet to show very clearly how they are related in an interactional theory. In the present research an attempt is made to clarify this matter further.

The problem of discovering appropriate situational tests of leadership was one of great concern for this study. Damrin[11] described a situational test for measuring social relationships called the Russell Sage Social Relations Test. It is basically a puzzle and construction test in which each child is given a block of the puzzle and the total group is required to construct the puzzle. Plans are provided for the group to follow. They are observed in the planning stage and in the operations stage. Six scores are obtained: group participation, communication pattern, organization efficiency, task centeredness, independence, and decision method. This test is a particularly good example of a semi-standardized group situation in which the task is clearly defined and in which the degree of success in obtaining a group product can be measured.

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[10] Cecil Gibb, "The Principles and Traits of Leadership," Journal of Abnormal and Social Psychology, 1947, 42, 267-284.

[11] Dora E. Damrin, "The Russell Sage Social Relations Test." Proceedings, Invitational Conference on Testing Problems, Princeton: Educational Testing Service, 1954. pp. 75-84.

Carter[12] has moved in the direction of identifying different situations. He has defined an intellectual work task, a clerical work task and a mechanical assembly task. Carter writes that there are probably certain "families" of situations that go together and that an individual who is a successful leader in one situation is likely to be successful in all other situations belonging to this family.

General Procedures

Leadership can be studied as the effect of various personalities on group and individual behavior, as the perception that others have of persons designated as leaders, or as a system of forces that operate on the behavior of individuals. This study in general combines the latter two approaches. Leadership is looked at in an abstract way, that is, aside from particular individuals who may be leaders or occupy leadership positions. The perceptions of all children with respect to leadership were studied.

The history of this project has been the history of attempts to find ever more fundamental and fruitful concepts for the understanding of leadership. For this reason the initial attempts to discover who leaders were, what their resources were, and prediction of leadership behavior were modified in favor of finding the complex system of forces which operate on children to determine leadership behavior.

One such force in the total complex system of forces was gradually seen to be the attitudes that children held towadd leadership. That is, leadership was conceived of as an object in the psychological world of children about which they hold attitudes. These attitudes, it was assumed, determine to a large extent how children will value leadership and behave with respect to it. The nature of these attitudes was explored and the development of the attitudes was investigated.

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[12] Launor F. Carter, and Mary Nixon, "An Investigation of the Relationship between Four Criteria of Leadership Ability for Three Different Tasks," Journal of Psychology, 1949, 27, 245-261.

Another set of forces which it was assumed operated on children and determined in part their leadership behavior was the social-psychological climate in which they live, particularly in school. Thus a study was made of the social life of high school students, their values, their academic orientation. Within this context the responses of leaders were compared with those of non-leaders. Forthcoming from this study was the concept of the "second curriculum" which holds promise for being a fruitful way of viewing how leadership is learned in school.

It was also felt that the problem of the generality of leadership versus its specificity was an important distinction to study further, particularly if leadership were to become a behavior that schools could influence through various curricular approaches. That is, if leadership were found to be a rather general trait, related to personality, then presumably, the schools could do little to influence it. If, however, it were found to be related to the kind of problem on which a particular group was working, and to the kinds of intellectual skills that the group members possessed then the possibility for teaching is enormously expanded. Furthermore, this problem is also important from the point of view of how children translate their resources into group performance. To investigate this problem, laboratory studies of leadership were initiated and reported in the pages to follow.

Still another problem was touched but little achieved because of its complexity. This is the problem of discovering and classifying sets or families of problems on which individuals show general leadership behavior. This clarification of such problem families will do much to clarify the nature of leadership and the educational task that confronts the teacher who wishes to train students to be leaders.

The major procedures for studying childrens' attitudes toward leadership were interviews and were used in the area of leadership questionnaires. Controlled laboratory procedures were used in the study of the general and situational aspects of leadership. For each part of the research the specific procedures will be described in detail.

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Part I

Preliminary Study of Children's Concept of Leadership

Exploratory Study of Children's Beliefs and Attitude about Leadership

I. Introduction

In Part I of this study it will be assumed that leadership is an object of beliefs and attitudes. A belief may be defined as "an enduring organization of perceptions and cognitions about some aspects of the individual's world." Attitudes have a motivational element to them in addition to the organized cognitions and perceptions.[1] Unless a distinction needs to be made between the two terms they will be used interchangeably for the purpose of this discussion.

Conceptualizing leadership as an object of beliefs and attitudes is advantageous from the theoretical and research standpoint. Since we know in a general way the attributes of beliefs and attitudes, how they develop, and what role they play in regulating behavior we can use this knowledge to guide our study of the development and function of beliefs about leadership in particular. Thus the development and function of attitudes and beliefs toward leadership can be conceived as a special case of the more general phenomenon of attitude formation.

Conceptualizing leadership as an object of beliefs and attitudes has educational as well as theoretical advantages. It avoids the oversimplified approach of treating leadership merely as a sociometric phenomenon or set of skills or habits to be reinforced and practiced. Prior to any educational approach to the training of leaders the educator needs to ascertain the learn's attitude toward leadership. The pertinent questions at this point are: How does the learner perceive leadership? Of what importance is it to him? Is he involved in it? Does he aspire to it? There are skills to leadership, to be sure, but whether they will be successfully practiced depends to a large extent on the nature of the beliefs and attitudes the individual learner holds toward leadership. The general position taken here is that aspiring to become a leader requires a complex set of social learnings and that social learnings rely more on the process of organization and reorganization of attitudes and beliefs than on the acquisition and fixation of motor or intellectual skills.

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[1] David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology, New York: McGraw-Hill, 1947, pp. 150-152.

II. The Purpose of the Study

The first purpose of Part I of the study was to select a relatively small portion of the total structure of attitudes and beliefs children hold with respect to leadership, namely their conceptualizations of leadership and to describe in a preliminary way the nature of these concepts. The attempt was made to tease out the more general concepts of leadership and separate them from the particular concepts they held. In short, we tried to get at the place that the concept of leadership held in their general cognitive structure.

A second purpose of this study was to describe developmental trends in children's concept of leadership. We wanted to discover at what point leadership became a real entity in their psychological world and how the concept of it grew and developed.

III. Procedure Used.

Fifty-one public school children, four from each grade level (with the omission of one child) from Kindergarten through high school were selected for the study. From each grade level two subjects were boys and two were girls. Subjects were divided into two groups on the basis of two different criteria. Half of them were chosen by the teachers on the criteria of being "leaders, outstanding class members, good all-around students, non-leaders." Both groups contained subjects ranging from Kindergarten age through high school.

The subjects were interviewed during the Winter and Spring of 1961. The interviews were tape recorded and later transcribed. The interview method seemed to be the most appropriate one for obtaining as broad a picture as possible of the cognitive structure of the subjects with respect to leadership. This approach has its well known limitation: The technical problem of analyzing and synthesizing the large amounts of specific information.

The study began without the use of a formally structured instrument. The instrument was evolved in the course of the study. As the study progressed the responses of the subjects at times suggested further questions or areas of interest that were then incorporated into the interview.

The final form of the interview and the frequency with which the questions were used is given in Appendix A.

The interviews were transcribed and analyzed qualitatively with only a minimum amount of quantification.

IV. Theoretical Dimensions of the Study

A. The following questions were raised with respect to children's thinking about leadership:

1. How do children define leadership?
2. In what terms do they conceptualize leadership?
3. What do they see as the incentives of leadership?

These questions were also asked in terms of the development of definitions, concepts, and perception of incentives.

B. Discussion of the theoretical dimensions

1. The question needs to be asked concerning how children define leadership. This question is important in view of a common experience of those researching on leadership that there are almost as many different definitions of leadership as there are persons discussing it. If children are eventually to be trained in leadership, some idea of how they define needs to be ascertained in order to facilitate communication.

In general, it was supposed that children's definitions started with specific, concrete examples of leadership to more abstract, idealistic definitions thereof.

C. The attempt to formulate and systematize the concepts that children held about leadership took two major lines in this study. In the first line, the children's responses were looked at in terms of spatio-temporal aspects of leaders' behaviors. That is, leadership seems to be determined largely by where a person is and when he is there. Being first, at the head of the line, the first to complete something was mentioned with surprising frequency by children, particularly in the first few grades. This is called here the *linear* aspect of leadership. *Linear-composite* leadership occurs when leadership is determined in part by being first, but also in combination with other characteristics such as being right, older, stronger, smarter, bigger. *Composite* leadership is found where leadership is based primarily upon individual differences in such things as knowledge, experience, situational factors. A complex and variable differentiation among students is frequently apparent in this concept.

The spatio-temporal aspects of leadership were also studied in terms of where they occured most frequently. That is, is the home, the school, the neighborhood, the place where various aspects of leadership occur?

The home is defined as the geographical location of the house and includes the members of the immediate family and the addition of a baby sitter. School is defined as the formal activities within the school bounds and activities which are structured and controlled primarily by the adults in the school. Peer groups were defined as activities controlled primarily by the children themselves without direct adult supervision or influence.

The second line of pursuit followed in studying how children conceptualize leadership dealt with what the subjects perceived specific leaders doing. The activities and actions of leaders fall under this category. The sub-categories were drawn from the research literature on small groups and leadership from Bales,[2] Carter,[3] Hemphill.[4] They are as follows:

1. Task leadership, which was defined as aiding goal attainment by the group.

   a. Makes suggestions, has ideas.
   b. Initiates and/or controls action, gets the group moving, guides and supervises the work, works hard, organizes.
   c. Knows how to get things done, shows others how to do things.
   d. Gives orders, tells others what to do, directs the group.
   e. Gets the group to follow him, influences the group, obtains recognition.

2. Maintenance, which was defined as sociability, concern for morale and human relations aspects of group life.

   a. Improves group morale ("Holler guy" etc.)
   b. Social requirements of leadership, (sociable, get along with people, etc.)
   c. Willingness to listen to others, and their ideas, willing to accept the majority opinion.

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[2] Robert F. Bales, Interaction Process Analysis, Reading, Mass: Addison Wesley, 1950.

[3] Launor F. Carter, "Evaluating the Performance of Individuals as Members of Small Groups," Personnel Psychology, 1954, 7, pp. 479-482.

[4] John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Questionnaire," in Leader Behavior: Its Description and Measurement. Ed. by Ralph M. Stogdill and Alvin E. Coons, Columbus, Ohio: Bureau of Business Research, 1957, pp. 25-27.

3. Saliency, which was defined as individual prominence and achievement. The following aspects of saliency were found:

a. Personal material possessions.
b. Being first, being fast.
c. Specific abilities. (sports, speaking, etc.)
d. Being smart, being right.
e. Status leadership (due primarily to occuping a position.)
f. Physical assets, (size, aggressiveness, health, age, bully.)
g. Following rules.
h. Setting a good example for others to follow, being respected.
i. Personal standards, sincerity, honesty, knowing what you believe in.
j. Self-confidence, desire to be a leader.
k. Popularity.

D. Incentives of Leadership. In this category is recorded responses to the question of why subjects like to be leaders. It deals with the motivational aspects of leadership.

V. Results and Comments

A. Data related to the theoretical dimension of the study.

1. How do children define leadership? Examples are given below of definitions that were given at various grade levels.

Kindergarten - The leader of a band or the leader of an Army
2nd Grade - It's something like when you lead a parade
4th Grade - One who takes charge of everything; tells other people what to do
6th Grade - A person who leads and directs; one who tells people what to do, like a boss or a band leader; A person who takes charge of something, like the president of our country.
8th Grade - One who sets an example, and tries to help others. Somebody that everyone else can trust, who accepts responsibility.
10th Grade - One who sets an example for others to follow: having qualities which set a leader apart from his followers.
12th Grade - One who gets others to follow him; A person who influences people, one who is understanding.

Comment. The developmental trend in definitions can be characterized as moving from realistic, concrete, immediate, experimental definitions, toward idealistic vicarious and abstract definitions. This is in line with developmental trends in other areas of thinking in childhood as described by Piaget and others.

2. Conceptual aspects of leadership.

a. Spatio-temporal aspects of leadership. Below are examples of the way children described the spatial temporal aspects of leadership. The letters at the left identify the grade level and sex of the respondent.

K F The first person in line is the leader. He's the leader because he's first. A kid who shoves his way in at the head of the line is a leader, even though it isn't right for him to do this.

2 F In the classroom, each row of desks has a leader. He's at the front of the row. In a line after recess, being the leader depends on how fast kids get their coats off and hung up on the hanger.

3 M A room leader is chosen by the teacher, but she chooses the first one who raises his hand. The leader of a line is the person who is in the front of the line, even if he pushed his way in. The first person to raise his hand in class is a leader.

Below are examples of linear - composite aspects of leadership.

3 M The teacher chooses a room leader. The person chosen is usually the first one to raise his hand, but being first alone is not enough. He must also be chosen by the teacher.

6 F A line sometimes has a leader if a teacher chooses someone, but they just slow the line down, to keep it quiet in the hall.

6 M In committees there is a leader, chosen by the children on the committee. If there are only two children on the committee, they just decide between themselves who the leader will be, and then they trade.

The following are examples of composite aspects of leadership.

4 M The first one to raise his hand in class is not a leader unless he has the right answer to the question. It's more important to be right than to be first. In social studies, we have committees. Each of these committees has a leader who is in charge of the committee.

5 M A child who raises his hand first in class is not a leader. The other children would probably know just as much as that child, but they just didn't think quite as quick as he did. However, if the same youngster always gets his hand up first and knows the right answer, then he's a leader.

8 M A leader in the classroom is one who has a good personality, is well-liked, and gets pretty good grades. He can be depended upon to make good decisions. A committee chairman is selected by the group. The teacher is the leader of all the chairmen, who are in turn the leaders of the committee members.

Table 1 below gives the trends in the conceptual aspects of leadership as shown by children. The numbers in the table refer to the number of children at each grade level who mentioned the kind of leadership referred to in the column on the far left.

Table 1

Frequency of Reference to Spatio-Temporal Aspects of Leadership

Categories	Grade Level													
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
When referring to home:														
1. Linear	0	0	0	0	0	0	0	0	0	0	00	0	0	0
2. Linear-Composite	4	4	3	2	2	1	3	1	1	0	0	0	0	21
3. Composite	1	0	1	2	2	3	1	1	2	3	1	1	0	18
When referring to school:														
1. Linear	4	4	3	2	2	1	1	0	0	0	0	0	0	17
2. Linear-Composite	2	1	1	4	2	0	3	0	0	0	0	0	0	13
3. Composite	0	0	1	1	2	4	4	4	4	44	4	4	4	36
When referring to peer group														
1. Linear	1	2	2	2	2	1	1	0	0	0	0	0	0	11
2. Linear-Composite	1	1	1	3	3	1	0	0	0	0	0	0	0	10
3. Composite	0	0	0	3	1	2	3	4	3	4	4	3	4	31
General Reference:														
1. Being first, ahead	4	4	4	4	4	3	4	1	1	1	0	0	0	30
2. Being in control	1	1	0	1	1	4	4	2	3	2	0	0	0	19

Comments. The following general interpretations are in order.

1. Linear concept of leadership does not seem to apply to the home situation. That is, being first is not an important aspect of leadership at home.

2. Linear concept is most noticeable when reference is made to the school situation, and somewhat less in peer-group situation.

3. Composite concept of leadership becomes increasingly prominent in the conceptual world of the child as the linear concept recedes.

4. The change from linear to composite occurs in the upper elementary grades for both the formal school situation and the peer group.

5. Being first is very important to young children and loses its importance in upper elementary and junior high levels. The examples show that in almost any line-up the first one is considered to be the leader.

B. Leadership as Task, Maintenance, and Saliency.

Table 2 shows the results of the analysis of the interviews according to the categories of saliency, task and maintenance used in the scoring of the interviews. Two numbers are given in each cell of the table. The number on the left refers to the number of subjects who responded that the given category of behavior applied to leadership; the number on the right indicates the number of subjects who indicated that the given category did not apply to leadership. In a few cases a subject was unclear, indicating both that the category did apply and in a later place that it did not apply, and was scored for each response. When this occurred, the total number of responses exceeds four, which is the number of respondents at each grade level.

Table 2

Categories and Frequencies of Responses by Grade Level

Categories	Grade Levels												
	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Task													
A. Makes suggestions; has ideas	2-0	2-0	---	2-0	4-0	---	2-0	3-2	1-1	2-2	1-2	2-1	3-1
B. Initiates and/or controls action	3-1	2-0	1-0	4-0	1-0	4-0	4-0	3-0	4-0	4-0	4-0	4-0	2-0
C. Knows how to get things done	2-1	3-1	2-0	2-0	2-0	3-0	2-0	2-0	4-0	4-0	3-0	2-0	2-0
D. Guides work of group; gives orders	2-0	4-0	---	4-0	4-0	4-0	2-0	2-1	3-0	2-0	1-0	2-1	1-1
E. Obtains recognition; gets followers	---	----	1-0	4-0	4-0	4-0	3-0	3-0	4-0	3-0	4-0	4-0	4-0
II. Maintenance Sociability													
A. Improves group morale	---	---	---	---	---	3-0	1-1	3-0	4-0	4-0	4-0	2-0	3-0
B. Social requirements	2-0	---	---	2-0	---	1-0	1-0	2-0	1-0	3-0	2-0	1-0	1-0
C. Willingness to listen to others ideas	---	---	---	---	---	---	1-0	2-0	2-0	2-0	2-0	3-0	1-0
III. Saliency													
A. Material possessions	3-1	2-1	1-1	1-4	3-3	1-2	3-2	2-2	3-1	4-0	3-1	2-2	4-0
B. Being first	4-0	4-0	3-0	3-0	4-1	2-2	3-0	0-2	0-1	1-1	---	---	---
C. Specific abilities	---	1-0	---	1-0	2-0	2-0	3-0	3-0	1-0	3-0	2-0	3-0	2-0
D. Being smart	---	2-1	1-0	---	3-0	4-0	3-0	3-0	2-0	3-0	3-0	3-0	3-0
E. Status Leadership	2-0	2-0	---	4-0	2-0	3-0	3-0	3-0	2-1	2-0	2-1	1-1	2-0
F. Physical Assets	2-1	3-1	3-0	3-1	2-2	1-2	1-1	1-2	1-2	0-1	---	1-0	---
G. FFollowing Rules	2-0	2=1	2-0	3-1	4-0	4-0	4-0	3-1	3-2	4-0	2-0	2-1	1-1
H. Setting a good example; respected	---	---	---	---	---	1-0	1-0	1-0	3-0	2-0	4-0	4-0	3-0
I. Personal Standards	---	---	---	---	---	1-0	1-0	1-0	2-0	3-0	1-0	3-0	1-0
J. Self Confidence Desire	1-0	---	---	1-0	1-0	1-0	---	1-0	---	---	1-0	4-0	3-0
K. Popularity	---	---	---	---	1-0	2-0	---	3-0	2-0	3-0	2-1	1-2	1-1

Comments: In the category of task leadership, all the subcategories appear in the thinking of the subjects from the earliest grades, with the exception of obtaining recognition. The latter category appears not to be important in the early grades, but becomes consistently important after the second grade.

The maintenance categories have little apparent significance until junior high school. Thus elementary school children are seemingly not aware of the human-relations aspects of leadership until they are fairly well along in their formal schooling.

Under the category of saliency, material possession loom large in the subjects' estimation of leadership from the first grade to the twelfth. There may be a dip in the third and fouth grade worth investigating further.

Being first as an indication of leadership declines in importance after middle elementary grades. "Being smart" increases in importance after the first few grades. Status leadership holds some importance in all the years, reaching a peak in middle elementary years. Physical assets appear to be important only in early elementary school; after the first few years, they are often specifically repudiated as aspects of leadership.

The last four categories - - being a good example, having high personal standards, being self-confident, and being popular reach their peak in junior and senior high school. They are hardly considered important in elementary grades.

3. Incentives of leadership.

The category of incentives of leadership refers to the needs and goals that youngsters hope to attain, through leadership. In this case leadership is seen as a means to a further end.

Examples of statements of leadership of incentives of leadership are given below:

K M I like to be a leader in playing follow the leader because then I can tell the other kids what to do.

4 M I like to be a leader because you can tell other people what to do and when to stop and when to do things.

5 F I like to be a leader because leaders get straight A's in school.

6 M The idea of being respected is mentioned.

7 M The idea is mentioned that leadership brings with it respect; that other kids look up to a leader.

8 M A leader is a person who can be trusted, one who other kids look up to.

9 F The idea of respect reappears; having otherstudents come to a leader for help. A leader is also more popular, and well-liked.

10 F It's nice to be an officer in a class, but I like to stay behind the scenes. That's why I like being Secretary.

10 M If you're a leader, if you do what you think is right, then maybe you'll make better people out of others and out of yourself too. A leader is one who is respected, liked, and looked up to.

11 F To me, leaders are people whose opinions and ideas you respect. As student council leaders, we serve as sort of mediators between the students and the teachers. We present the students' ideas to the teachers, and then they tell us their positions, and we take them back to the students. This is a lot of fun, and gives the feeling of doing something worthwhile. Leaders are respected and looked up to.

11 M A leaderiis one who looks good in the eyes of other people, has good grades, wants to keep them up.

12 F A leader is one whom people look up to. You get some honor as a result of being elected to a position.

12 M A big part of leadership is being an example, and having other kids look up to you. A leader is the person who has a chance to handle people, to influence them.

3 M One of the advantages of being a leader is being more popular or being well-liked by the other kids.

5 F Other kids have to do what the leader does.

6 F It's more fun to be a leader, because you can do anything you want to.

8 M A leader is a person who sets a good example, and other other kids follow him and look up to him.

9 F A leader is one who has the respect and co-operation of his followers.

11 F It's nice to be a leader, because a leader is an example to others.

Comments: The trend in the incentives roughly parallels the trend in definitions: from concrete, direct rewards, to idealistic humanitarian rewards.

VI. Conclusions and Discussion

A. Children's definitions can be characterized as developing from realistic, concrete, immediate, experiential definitions toward activistic, functional definitions, and finally twoard idealistic, vicarious, and abstract definitions. In a sense, young children define leaders by verbally "pointing" to them - - leaders of parades, the army, the first person in line, etc. In the middle and late elementary grades the activities of leaders is emphasized - - they take charge, they boss, they direct. In junior and senior high school the idealistic and humanitarian tends to take over - - the leader sets an example for others to follow, influences others, is understanding.

B. With respect to the spatio-temporal aspects of leadership, there seems to be a major aspect of leadership in the primary grades and seems to be characterized by being first. A linear concept of the leader to followers grows out of this temporal and spatial concept. Being first is generalized to many non-personal situations and is resistant to pressures to change it that were brought to bear upon the subjects.

C. Spatio-temporal aspects of leadership give way to more composite concepts of leadership which include many personal, social and situational factors. The transition seems to occur during the middle elementary grades.

D. Functional formulations of leadership, such as saliency, task, and maintenance saliency become applicable around the middle elementary grades. These concepts seem to arise in this order: Task, maintanance, and saliency.

E. Although the spatial and temporal aspects of leadership give way to more functional determinants around the middle elementary grades, there is a possibility that the spatio-temporal aspects of leadership are merely translated into saliency characteristics. In the latter form the spatio-temporal concepts may continue to play an important part in the attitudes and beliefs a person holds about leadership.

F. Children begin to develop well-defined, functional concepts of leadership around the middle elementary grades. Prior to that time leadership is not a well developed part of their psychological world. This development may be related to the children's growing awareness of self, others, and the potentialities in social interaction.

G. Some beliefs about leadership appear early in the development of children and never disappear. The importance of personal possessions is one such belief. Other beliefs appear early and disappear. The importance of physical assets is such a belief. Other beliefs appear late. One such is the importance of listening to the ideas of others.

H. The developmental trend in incentives of leadership is comparable to the trend in definitions: from concrete to functional to idealistic.

Part II

Extended Study of Children's Concepts of Leadership

I. Purposes of the Study.

The purposes of Part II of the study was to ascertain more specifically how children conceptualized leadership; how important it is to them, and to discover any developmental trends in their concepts and attitudes with respect toward leadership.

II. Design of the Study.

A. Procedures used. The subjects for the study were children from first grade through the eighth grade in the schools of Holland, Michigan. Table 3 gives the number of subjects at each grade level.

Table 3
Distribution of Subjects by Grade Level

Grade	Number of Subjects
1	23
2	23
3	20
4	42
5	39
6	29
7	36
8	44
Total	256

Subjects in the first two grades were interviewed with the questionnaire that was being used in the other grades as the interview schedule. Subjects in other grades were given the interview schedule that can be found in Appendix B. The younger subjects were interviewed because of their lack of facility at writing.

The questionnaire was developed to test the theoretical formulations outlined in the previous section of this study. The interview and questionnaire data were collected in the Winter and Spring of 1962. The data were tabulated during the Spring of 1962.

B. Theoretical Formulations. In this study the following questions were asked and attempts made to answer them:

1. How important, relative to other school experiences, is the learning of leadership in the estimation of children?
   a. As measured directly.
   b. Relative to other aspects of school life.

2. In what terms do children conceptualize leadership?

3. Do children's concepts of leadership undergo developmental changes?

C. Discussion.

1.

1. How important is leadership to children?

a. An effort was made to measure quantitatively the importance of leadership to children. Questions were asked which could be scored quantitatively. The questions are as follows.

26. Do you want to be a leader? Yes___ No___ Why?

27. Have you ever been a leader in the past? Yes___ No___

A. If you checked "yes" name one thing you liked about being a leader.
B. If you checked "yes" do you think you will state a leader in the future? Yes___ No___ Why?
C. If you checked "no" what kept you from being one?
D. If you checked "no" do you think you will ever become a leader in the future? Yes___ No___ Why?

28. Are you a leader at the present time? Yes___ No___
Do you think you will stay a leader in the future if you are now? Yes___ No___ Explain.

b. An effort was also made in this study to describe quantitatively the saliency or importance of the attitudes and beliefs with respect to leadership as held by children. An indirect technique was used for measuring the importance of these attitudes in children, following suggestions made by Krech and Crutchfield.[5] Their suggestion is to start with questions (in an interview) in areas other than the one under consideration by the researcher, in the case of this study, leadership. The purpose is then to bring the questionning closer and closer to leadership in an effort to ascertain when leadership does emerge spontaneously as a topic of interest to the children.

In a preliminary study conducted by the researcher it was discovered that children did not respond at all in terms of leadership to any of the many different questions that were asked of them, any of which might conceivably be related to leadership. It was therefore decided to lead off the questionnaire with a direct question on leadership in order to induce some amount of "set" toward that topic. This question was followed by several other questions to which the students might respond with comments about leadership. If leadership were spontaneously discussed it would be considered evidence for the fact that leadership is an important aspect of the psychological world of the child, that is, that it is an important salient attitude among all his attitudes. If no mention of leadership were made, it could be assumed that it did not figure largely in the psychological world of the child at least in the context of the questionnaire.

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[5] David Krech and Richard Crutchfield, Theory and Problems of Social Psychology, New York: McGraw-Hill, 1947, pp. 234-237.

The questions that were asked in this attempt to measure the importance and saliency of the attitudes that children hold toward leadership are listed below:

1. Do you get as many chances as you want to be a leader in your school? Yes___ No___. If you checked "yes" answer this: Name three chances you have had to be a leader so far this year. This question was asked in order to induce a "set" toward leadership, since a preliminary study, not reported here, indicated that children are not disposed to think of leadership in connection with schools.

2. There are many things you probably like about school. Name any three things you like about school. This question provided the opportunity for subjects who enjoyed leading to respond to that effect.

3. School is a place to learn a lot of different things. Name any three things you are learning at school. An opportunity was given in this question to respond to leadership as a learned behavior.

4. You probably are better at doing some things than you are at others - - for example, in sports, school work, or getting along with others. Name the thing you are best at in school. Those who were successful in leadership could respond in this question.

5. Think about your classmates and other children at school. Name three things you admire and like about children in your school. If leadership is a consistant and admirable trait, this question gave the chance for subjects to say so.

6. Name three things you do not like about other children in your school. Herein the subjects could respond to the negative aspects of leadership behavior.

7. There are probably some things you don't like about school. Name three things you do not like about school. Again the students could reply to the negative aspects of leadership if those were important to them.

8. You can learn things at school from your friends as well as your teacher. You can also learn things outside the classroom. Name three things you learn at school when you are not actually doing school work (for instance when you are at recess or talking with friends.) By ruling out academic learnings, it was considered more likely that leadership might become more salient.

9. Everyone has some kind of reputation among classmates. What kind of person do your classmates think you are? The question behind this one is whether leadership traits would be used to describe self.

10. Name two big successes you have had in your life. To what extent would leadership experiences stand out as successful experiences.

2. In what terms do children conceptualize leadership?

In the preliminary study reported in Part I of this study, it was found that the theoretical orientation of Bales, Carter, and Hemphill was useful in bringing some order into the statements that the subjects made about leadership. A brief review of those formulations at this point will help the reader grasp the more extended attempt made in this part of the study to uncover the manner in which children conceptualize leadership.

Bales has described two major dimensions of leadership which he calls "task" and "socio-emotional" aspects of leadership. The former refer to what the leader does to help a group accomplish the purposes or task for which it is established. The second aspect of leadership arises out of the necessity of the group to keep its own house in order as it works, so to speak. The leader needs to spend part of his energy helping the group with its social and emotional problems. Hemphill describes much the same phenomena, but calls them initiating structure and consideration. We have continued to call the first phenomenon task leadership and the second we have called maintenance leadership.

The third aspect of leadership has been found to be of importance by Carter. It might be called "individual prominence." Carter found that individual prominence was probably the most important aspect of leadership in the groups he studied. It consists of all those behaviors in which a person engages and which are ascribed to him which make him outstanding in some way. We have called this aspect of leadership, saliency.

The fourth aspect of leadership arises out of previous section in which initiative was considered to be so important, at least by very young children. Hemphill also alludes to the initiating function of leadership in his concept of "initiating structure." This aspect of leadership we have called individual initiative.

These four aspects or dimensions of leadership were usec both in structuring some of the questions in the questionnaire and in analyzing data from some of the other questions in it. Two questions in particular reflect this. Both were used as a direct measure of the subjects' concepts of leadership. They are questions 25 and 31. They are given below.

25. What will help a person become a leader? Check one.

_____A. The best looking and most popular person.
_____B. The one who has the best suggestions.
_____C. The one who is first to try out something new.
_____D. The one who tries to make others happy in their work.

Check one of the statements in each of the following pairs of statements that you think is MOST TRUE of a leader. Be sure to check only one statement in each pair.

_____Being well liked, well dressed, and nice looking.
_____Helping a group work together happily, making it fun to be in a group.

_____Being first in many things, such as in school work; the first to do something new.
_____Having lots of good ideas and getting things done.

_____Helping in a group to work together happily, making it fun to be in a group.
_____Having lots of good ideas and getting things done.

_____Being well liked, well dressed and nice looking.
_____Being first in many things.

_____Being first in many things.
_____Helping a group to work together happily, making it fun to be in a group.

_____Having lots of good ideas and getting things done.
_____Being well liked, well dressed, and nice looking.

From the experience in carrying out the interview study of leadership reported in Part I of this study, we came to another small part of the design of the study of children's concepts of leadership. It was discovered that the subjects were all very confident of their ability to define leadership and yet that there was very little agteement among eachother about the content of their definitions. It was as if everyone had his own idea of what a leader is and each considered his own definition complete and adequate. Yet each definition is only a part of the whole.

From such considerations it was decided to ask the subjects if they knew what a leader is and then to explain what makes a person a leader. These two questions are found in 11 and 12 of the questionnaire.

The concept that children held of leadership was approached from many different points of view because of the uncertainty of just what questions would best tap children's conceptualizing. These questions are 13 - 24 of the questionnaire

III. Results and Comments

A. The importance of leadership to children.

1. An attempt was made to discover how important leadership was to children by asking them directly about their desires and aspirations with respect to leadership. Questions 1, 26, 27, 28 were designed for this purpose. The results are tabulated in Tables 4, 5, 6, and 7 below.

III. Results and Comments

Table 4
Responses to Question 1:
Do you get as many chances as you want to be a leader in your school?

Response	1	Grade Level								
	1	2	3	4	5	6	7	8	Total	Percent
Yes	8	7	4	12	13	7	13	24	88	
Percent	34.8	30.4	20.0	28.5	33.3	24.1	50.0	54.6		35.8
No	15	16	16	30	26	22	13	20	158	
Percent	65.2	69.6	80.0	71.5	66.7	75.9	50.0	45.4		64.2
Total	23	23	20	42	39	29	26	44	246	100.0

Table 5
Responses to Question 26:
Do you want to be a leader?

	Grade Level									
	1	2	3	4	5	6	7	8	Total	Percent
Yes	22	21	19	30	20	16	20	32	180	
Percent	100	94.5	82.6	73.1	51.4	57.2	57.2	72.7		70.8
No	0	1	4	11	19	12	15	12	74	
Percent	0	4.5	19.4	26.9	48.6	40288	4248.8	27.3		29.8
Total	22	22	23	41	39	28	35	44	254	99.6

Table 6
Responses to Question 27:
Have you ever been a leader in the past?

	Grade Level									
	1	2	3	4	5	6	7	8	Total	Percent
Yes	11	14	19	23	31	24	18	33	173	65.5
Percent	50.0	63.6	82.6	54.7	72.0	82.7	50.0	70.2		
No	11	8	4	19	12	5	18	14	91	34.5
Percent	50.0	36.4	17.4	45.2	27.9	17.2	50.0	29.7		
Total	22	22	23	42	43	29	36	47	264	100.0

Table 7
Responses to Question 28:
Are you a leader at the present time?

	Grade Level									
	1	2	3	4	5	6	7	8	Total	Percent
Yes	5	7	2	7	12	2	7	20	62	26.4
Percent	23.9	36.9	10.0	17.5	46.2	7.2	19.3	44.5		
No	16	12	18	33	14	26	29	25	173	73.6
Percent	76.1	63.1	90.0	82.5	53.8	92.8	80.5	55.5		
Total	21	19	20	40	26	28	36	45	235	100.0

These four tables are depicted in Figure 1 below.

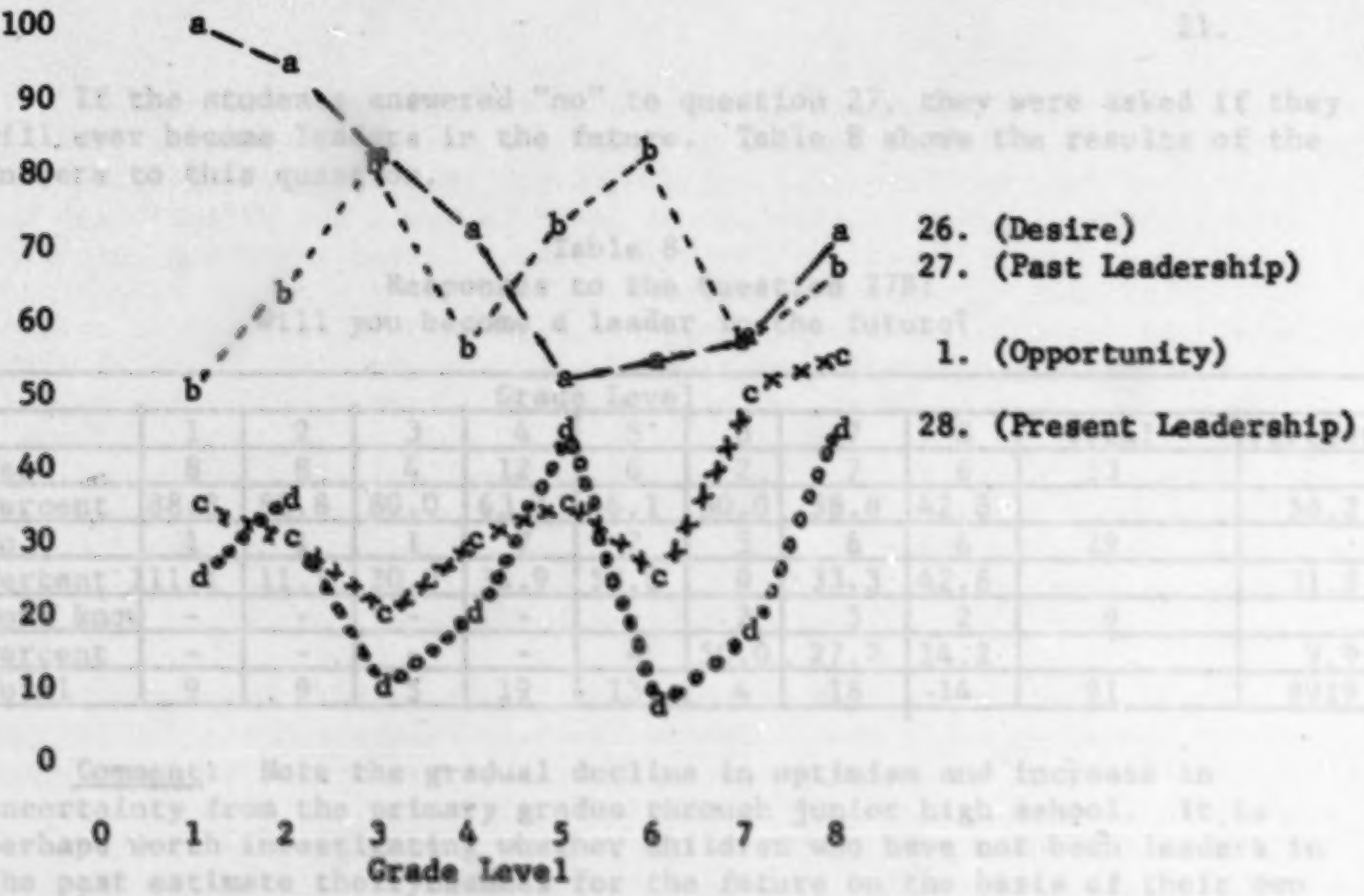

Figure 1 Graphic Representation of Opportunity, Desire, Present and Past Leadership.

Comments: It can be seen from the previous four tables and Figure 1 that there is a loose relationship between desire for leadership and opportunities for leadership. Desire for leadership starts high, perhaps unrealistically so, and declines; meanwhile opportunities for leadership start and remain relatively low. In junior high school both opportunities and desire begin to rise slightly.

Present leadership is rather low. That is, at any given only one quarter to one third of the students consider themselves to be leaders in elementary school. Past leadership mirrors the present leadership with a year or so lag, but is more frequently seen as having existed than present leadership. It may be that children think they have had more opportunities in the past than they have, or conversely are less aware of the present actualities of this leadership.

The students were also asked to judge the possibilities of their becoming and remaining leaders in the future. If they answered "yes" to question 27, (Have you ever been a leader in the past?) they were asked whether they would remain a leader in the future. Forty percent said Yes, approximately fifty two percent said No, and about eight percent said they did not know. There were no trends in the answers by grade level. These percentages are roughly comparable to the answers to the question of whether they get as many chances as they want to be a leader (Question 1). In other words, they may judge their chances for remaining a leader roughly on the number of opportunities to practice leadership they have had in the past and are having in the present.

If the students answered "no" to question 27, they were asked if they will ever become leaders in the future. Table 8 shows the results of the answers to this question.

Table 8
Responses to the Question 27B:
Will you become a leader in the future?

	Grade Level									
	1	2	3	4	5	6	7	8	Total	Percent
Yes	8	8	4	12	6	2	7	6	53	
Percent	88.8	88.8	80.0	63.1	46.1	50.0	38.8	42.8		58.2
No	1	1	1	7	7	5	6	6	29	
Percent	11.1	11.1	20.0	36.9	53.8	0	33.3	42.8		31.8
Dont know	-	-	-	-	-	2	5	2	9	
Percent	-	-	-	-	-	50.0	27.7	14.2		9.9
Total	9	9	5	19	13	4	18	14	91	9919

Comment: Note the gradual decline in optimism and increase in uncertainty from the primary grades through junior high school. It is perhaps worth investigating whether children who have not been leaders in the past estimate theirychances for the future on the basis of their own past performance rather than the number of opportunities they perceive open to them.

Of those who answered "yes" to question 28 (Are you a leader at the present time?) the further question was asked, "Will you remain one in the future?" About 49 percent said "yes" and 51 percent said "no".

a. The question of the importance of leadership relative to other activities in school was also investigated indirectly. The results are given below; the questions refer to the questions of the questionnaire to be found in Appendix B.

Question 1. Children who had said they did get as many chances as they wanted for leadership were asked to name three chances they had had to be leaders. Thirty five percent of the students were eligible to answer the question. Ninety-one percent of their answers indicated that the school room activities afforded them leadership opportunities, with fringe activities such as saluting the flag, home room officerships, recess affording the major opportunities; academic work the second the next greatest number of opportunities; and gym the third.

Extra-curricular activites accounted for 3.3 percent of their opportunities, and out-of-school activities such as Church and Camp-fire girls provided almost five percent.

Question 2. Children were asked to name any three things they liked about school. Academics accounted for 86 percent of the things they liked; informal activities and relationships such as teacher, friends, sports, accounted for 14 percent of the things they liked about school.

Question 3. The students were asked to name any three things they are learning at school. Formal classroom activities accounted for 88.3 percent of the things they learned; sports, skills, clubs account for 1.7 percent; and learnings in the areas of human relationships, such as understanding and helping others, social conduct account for about 10 percent of the things that students think they are learning at school. The latter 10 percent in the area of human relationships is probably related to learning of leadership. But only one subject mentioned leadership as such as a thing that is learned in school.

Question 4. The students were asked to name the things at which they are best in school. About 60 percent of the responses had to do with the formal learnings in school; about 30 percent had to do with sports and gym; and about 10 percent had to do with human relationships, expressed primarily in terms of getting along with others.

Question 5. The subjects were asked to name three things they admired about the students in their school. Only major responses, those that were mentioned three times or more times per grade level were tabulated. The answers were couched mostly in terms of adjectives, most of which are too general to be of much help in understanding how they see others. Nice, kind, friendly, like to play, account for over half of the major responses. Responses more directly related to leadership, such as helpful, good looking and well dressed, being intelligent, getting along with others begin to assume some importance around grades 3-5, accounting for over 20 percent of the major responses.

Question 6. The children were asked to name three things they do not like about other children. The answers were more scattered than those to the question of what they like about children. Being noisy, mean, fighting, rough and hurting, and bossy were terms most frequently used, accounting for about 40 percent of the major responses.

Question 7. The children were asked to name what they did not like about school. Academic subjects and skills accounted for about 65 percent of the responses. The next most important category of complains was restrictive rules and the general administrative system, accounting for about another 16 percent of the responses. The teacher garnered about 14 percent of the complaints. Other students received only 5 percent of the complaints.

Question 8. Students were asked what they learned when not doing their school work. Interestingly enough almost 20 percent of the students still answered "school work" in one form or another. The most popular answer, however, was in the area of human relationships, accounting for about 36.5 percent of the responses. Learning physical skills and games accounted for about 31 percent of the answers; and learning what is right and wrong and good behavior, accounted for about 14 percent of the answers.

Question 9. The students were asked to describe what kind of reputation they think they had in their school. The answers were very general and of little value. About 40 percent of the major responses were "nice." Another 10 percent said "good" and still another 10 percent said "okay."

Que

Question 10.was not tabulated because the results were so variable.

Comment: How important is leadership to school age children? It is far less important than academic learning which dominates the thinking of children. Academic learning is both liked, disliked, the focus of learning and life at school. It is so important that students include it even when asked specifically not to. Sports and physical skills are second in some respects, especially in terms of what students are best at doing and presumably get the most satisfaction from. In other respects human relationships are second, especially when the question is put in terms of learning, and academic learning is specifically ruled out. It should be emphasized that if sports and physical activities on the one hand and human relationships on the other are judged to be approximately tied for second place, they are both still a poor second to the over-whelming first place accorded to academic learnings. However, it is probably both in sports and in human relations that leadership can best be taught in schools.

When directly approached, the question of children's evaluation of the importance of leadership reveals a rather complex set of relationships. Roughly 70 percent of the children want to be a leader; only one-third are satisfied with the number of opportunities they have to be a leader; more consider themselves to have been a leader in the past than in the present; and from 40-60 percent believe they can be leaders in the future.

Thus, children do not ordinarily associate leadership with school. When asked directly about leadership, however, it appears that they do place a rather high value on it.

2. As stated earlier, an attempt was made to discover how confident children are of their ability to define a leader. In question 11 they were asked if they knew what a leader is?

Responses to this question indicate that about 91 percent of the subjects indicate that they know what a leader is, and 9 percent say they do not. There were no age trends in their answers, first graders being just as confident as eighth graders.

When they were next asked to explain in question 12 what makes a person a leader, the subjects gave an astonishigg array of different answers. These answers were categorized according to four aspects of leadership discussed earlier: maintenance, task, saliency and imitiation. The results are shown in Table 9 below:

Table 9

Categorization of Definitions of Leadership in terms of Maintenance, Task, Initiation, Saliency

Categories	Grade Levels									Total	Sub Total	per-cent
	1	2	3	4	5	6	7	8				
I. Maintenance												
A. Gets along with other, helpful	2			6			8	4		20		
B. Respects others & is respected						1		9		10		
C. Pleasing Personality				1			4	5		10		
D. Not bossy	1						5	8		14		
E. Nice, kind, courteous fun, etc.				11		4	10	32		57		36.8
F. Convincing, inspiring				1			4			5	116	
II. Task												
A. Good ideas, suggestions; decisions				1		6	4	2		13		
B. Gets things done; handles problems				3			6			9		
C. Works hard, shows ability	1			1			1	4		7		
D. Takes responsibility				2		1	3	4		10		
E. Explains				1						1		
F. Bosses, tells what to do		6	3	4						13	53	
G. Intelligent, smart												16.8
III. Initiation												
A. First to try something new	3	3								6	6	
IV. Saliency												
A. Social (popular; his fri friends) money, etc.			1	1		10	19	12		43		
B. Academic (good grades abilities, etc.		5	7	7		8	6	10		43		
C. Position (appointed, chosen, elected	2	3	1	8		1		1		16		5.1
D. Athletic							1			1		37.4
E. Exemplar; virtuous	4		1	10		1	4			15	118	7.0
V. Talent for leadership		1	1			6		14		22	22	
TOTALS										315	315	999.9

Comment: The largest category of response is in individual saliency and maintenance. Each of these account for about 37 percent of the responses. The task dimension of leadership accounts for about 17 percent of their definitions and initiation about 2 percent.

The concept of leadership was approached in a somewhat different and more indirect way in question 21, in which it was asked how a person really gets to be a leader. By asking the subjects to describe their perception of the routes to leadership, it was felt that they would reveal much about their concepts of leadership. The results of this attempt are given in Table 10 below:

Table 10

Categorization of responses on how a person becomes a leader

Categories	Grade level								Total	Sub Totals	Per-cent
	1	2	3	4	5	6	7	8			
I. Maintenance											
A.Gets along with others; helpful.						8	9		17		
B.Respects others; is respected								1	1		
C.Pleasing personality							5	3	8		
D.Not bossy								1	1		
E.Adj.: nice, kind, fun, etc.	11	44	8	8		12	16	15	66	93	35.1
F.Convincing; inspiring											
II. Task											
A.Good ideas, suggestions					3			3	6		
B.Get things done; handles problems						1		2	3		
C.Works hard,shows ability		7		1		3	4	6	21		
D.Takes responsibility											
E.Explains						1					
F.Bosses,tells what to do										30	11.3
III. Initiative											
A.First to try something new						1			1	1	0.3
IV. Saliency											
A.Social(Popular, has friends money, looks; etc.)				6		7	17	8	38		
B.Academic(good grades etc.)	7		6	2	5	10	4	10	44		
C.Position(appointed,elected, chosen)	2	3		13	10	5	6	4	43		
D.Athletic										125	46.3
E.Exemplar,virtuous											
V. Talent				8			4		12	12	4.5
VI. Teacher chooses	2	1	1			1				4	1.5
TOTAL									265	265	99.0

Comment: Saliency is even more important when consideration is given to how a person becomes a leader as compared with describing what makes a person a leader as in question 12. About 46 percent of the responses lay in that category, and increase almost 10 percent over the same category in the previous question. Much of the increase is due to the increase in emphasis on being chosen or elected in question 21.

Maintenance continues strong with about the same percentage of responses as in Question 12, but the task aspect of leadership declines to about 11 percent. Initiation continues to hold a minute fraction, and is retained as a category only to test the theory of its place in the total scheme of leadership.

In the last question, 31, the conceptualization of the subjects with respect to leadership was studied in still a different way. They were asked to compare maintenance, task, initiation, and saliency with eachother in order of their being "most true" of leadership. Each dimension was compared with every other dimension.

There are several ways to look at the data. Table 11 below shows one way.

Table 11

Relative importance of maintenance, task, initiation and saliency of leadership

Categories	Total number of "Most true" responses	Percentages of "Most true" responses
I Maintenance	591	40.0
II Task	487	32.9
III Initiation	213	14.4
IV Saliency	187	12.6
TOTAL	1478	99.9

Note: again the relative infrequency of the responses in Category IV Saliency.

In question 25 the subjects were asked what would help a person become a leader. The same four categories were used as in question 31. The results are given in Table 12 below.

Table 12
Relative importance of maintenance, task initiation and saliency in leadership

Categories	Total number of responses in each category	Percentage
I. Maintenance	147	62.5
II. Task	46	19.5
III. Initiation	13	5.5
IV. Saliency	29	12.3
TOTAL	235	99.8

When the patterns of responses from question 31 were compared at each grade level, three patterns were found. In the first pattern, maintenance was rated as the most important, task was second; initiation third; and saliency last. In the second pattern, maintenance and task were first and second respectively, but saliency was third and initiation and last. In the third pattern positions of maintenance and task were reversed, but initiation and saliency were the same as in the first pattern.

Comment: These findings indicate the low rating given to saliency, as compared with its rating in questions 1 and 21 asking for a direct definition and description of leadership. These results will be discussed in greater detail later.

The content of children's concepts of leadership was explored further in question 15 which asked what the children look for when they choose a leader or captain, and in question 18 when they were asked what makes the leaders in their classroom leaders. The five most frequently used adjectives that were used to describe leaders in answer to this question are shown in Table 13 below. The five most frequent responses from question 5 are also given. (Name three things you admire about the children in your school.)

Table 13
Comparison of adjectives used to describe leaders

In Question 15	In Question 18	In Question 5
1. Nice (15%)	1. Smart (20.8%)	1. Nice (18.7%)
2. Smart, intelligent (12.3%)	2. Nice and kind (14.4%)	2. Friendly (12.3%)
3. Good (10.2%)	3. Popular&well liked (9.8%)	3. Kind (11.4%)
4. Honest (8.6%)	4. Chosen (9.8%)	4. Like to play (9.1%)
5. Knows what to do	5. Ability (5.2%)	5. Good looking, dress well (8.0%)
6.	6. Personality (5.2%)	6. Helpful (8.0%)

Comment: Being smart and able become consideration for the subjects when asked specifically about characteristics of actual leaders and leaders they would choose, as distinguished from fellow children they admire. In actual choosing a leader it seems that moral virtues are also given somewhat more consideration than in children that are admired and those who are the established leaders in class.

A further question was raised whether leadership changes with different contexts. In question 14 the subjects were asked whether leadership is different on the playground compared with the classroom. About 54 percent answered that there is a difference, and 46 percent said there was none.

Of those who said there was a difference, the following differences were mentioned. On the playground the leader can order people around, the leaders pick the children for games, the leaders are chosen for only one day, they tend to be bossy, "shovey" take charge of games, they are better at games, fighting, sports, and activities than are the others. Intelligence is not thought to be as necessary on the playground as in the classroom. On the playground the teacher is not around to boss the leader. Leadership depends on how well one performs.

In the classroom, on the other hand, the teacher chooses the leader or he is voted upon. Intelligence and smartness is important. Officers are elected for long periods of time, only one or two a year. In the classroom one needs to calm down, needs to be nice and smart. Girls tend to lead in studies. Leaders in the classroom are better at school work.

Comment: From the above it would appear that leadership on the playground tends to be more lusty, uninhibited, based on a more primitive superiority-inferiority relationship. In the classroom leadership is more dominated by the teacher, related to school work and academic ability, inhibited and restricted.

In still another approach to leadership the question 24 was asked, namely, do leaders need to follow rules, and whomakes the rules for the leaders? Over 90 percent of the subjects said that leaders need to follow rules. There are no trends in the direction of their responses. The results of the second question are shown in Table 14 below.

Table 14
Response to the question of who makes the rules for leaders

Categories	Grade Level								Total	Percent
	1	2	3	4	5	6	7	8		
Teacher	7	6	96	15	19	13	17	9	95	41.3
Chosen	4								4	1.7
God	4	3			1		1	2	11	4.7
Principal		4	2	14		4		9	33	14.3
Themselves		2		6	7	8	4	10	36	15.6
Adults		2				1		3	6	2.6
Other Leaders		1	1		5		1	3	11	4.7
Nobody			1		1				2	0.8
Voters			5	5	9		9	7	21	9.1
The Club					2	1			3	1.3
Books					1				1	0.4
School						2			2	0.8
Parents						2	1	1	4	1.7
Constitution								1	1	0.4
TOTALS	15	18	13	40	36	27	33	48	230	99.4

Comment: Teachers are the most frequently mentioned source of rules for leaders; leaders themselves are next and the principal is the third most important source; the voters are the fourth. It is interesting to note the shift in the locus of authority to the leaders and to the voters in the upper elementary and junior high grades.

3. Developmental trends were not very clear-cut in this part of the study. The following observations with respect to trends seem relevant, however.

a. There is a slight increase in perceived opportunities to be a leader especially from third grade through junior high as seen in Table 4.

b. As seen from Table 5, there is a decrease in the desire to be a leader from first grade into late elementary; in late elementary and into junior high there appears to be a slight increase in desire.

c. Perhaps the most important developmental trend is a gradual increasing pessimism among those subjects who do not perceive themselves as having been leaders in the past, as seen in Table 8. By the time students are in the eighth grade, only half as many as in the first grade conceded that they might become a leader in the future, if they had not been a leader in the past.

d. As seen in Table 14 there is an increasing tendency beginning in the middle elementary grades for the subjects to indicate that the source of rules and authority comes from the leaders themselves; a somewhat less pronounced trend is to recognize that the authority lies with the voters. The former trend may be unhealthy or healthy. If it is a sign of growing independence from outside authority it probably is healthy; if it springs from self-centeredness it represents a fundamental misunderstanding of the foundations of democracy. The second, less pronounced trend is one that should probably be emphasized further.

IV. Conclusions and Discussion

The following answers can be given to the questions with which this study began.

A. How important is leadership to children? It appears to be considerably less important than academic work in the school situation. In many respects it seems to be about equal in importance with sports and athletic skills.

B. Importance of leadership may be related to the number of opportunities available to children to act in leadership capacity. The number of opportunities seems to be related to the desire to be leaders.

C. Failure to be a leader in the past may gradually decrease desire for future leadership. Past leadership opportunities seems to be related to the degree of optimism about being a leader in the future.

D. A wide variety of concepts is used to describe leadership. These concepts can be systematized into three major categories: Maintenance, task, and saliency. A fourth category initiation did not appear to be a major dimension that appeared in the thinking of children about leadership.

E. When the value system behind the question is disguised, saliency seems to be much more important than when the subjects seem able to perceive the value. Thus, in direct questions about the relative importance of maintenance vs. task vs. saliency, maintenance receives the greatest emphasis. In less structured questions, such as definition-of-leadership questions, and questions dealing with the concrete situations, the subjects emphasized saliency to a much greater extent.

F. Developmentally, the perceived possibilities of becoming a leader seem gradually to decrease, especially for those students who have not had opportunities of or have been unsuccessful in leadership in the past.

G. Yet it would appear that leadership motivation and desire might not be hard to induce in students. More study needs to be made of the effect of perceived increased opportunities on the desire to be a leader.

Although the most likely reason why there is a discrepancy in the rating of saliency from one question to another lies in the structural nature of question 31 of structure of question 12 and 21 a further reason may be worth speculating on and exploring further.

The possibility of a progression in a definition of leadership was uncovered in Part I of this study. Thus very young children consider leadership in terms of concrete, immediate acts and situations. Middle elementary group children consider leadership in terms of functional acts and situations, i.e. leadership in terms of problems to be solved, people toddirect, situations to be taken charge of. Subjects in secondary school level introduce a third level, the idealistic, influential, the exemplar.

This progression is probably a mixture of many things including an increasing growth in the intelligence of the older subjects enabling them to differentiate the complexities of leadership more ably than the younger children can; an increase in language and verbal ability. It may also be, however, that there is, in fact, a real progression in the phenomenon of leadership itself. This progression might be formulated in three stages as follows:

Stage 1 - Pre-leadership. In this stage initiation may be one important factor because it helps make a person prominent and thus establish the persons "candidacy" for leadership. It tends to make him "salient." Orientation to the teacher accomplishes the same. This stage would take place in the primary grades.

Stage 2 - Functional Leadership. In this stage the undifferentiated preleadership becomes differentiated into task and maintenance roles. The rather crude "being first" is no longer socially acceptable. The orientation is increasingly toward the group. This stage occurs perhaps in the middle and late elementary grades.

Stage 3 - Institutionalized leadership. Not only does the leader have to do things, but he also is something. Here saliency again comes to the fore. He has position; he stands for something.

It might be supposed that most leaders pass through all three stages. It might further be hypothesized, however, that the stages can be autonomous. In a sense a person doesnot need to be a functional leader before he can be an institutional leader. Neither does success in pre-leadership necessarily mean that the person will necessarily succeed in functional leadership.

At any level, a subject might emphasize any of the three stages, although one would expect them to stay fiarly close to the stage comparable to their age level. This formulation might help explain some of the wide variations in concepts of leadership held not only by children but by adults as well.

Part III

Pilot Questionnaire

Study of Leaders' Values

Pilot Questionnaire Study of Leaders Values

I. Introduction and Purpose of the Study

The purpose of the study was to compare the values and behaviors of leaders with other social sub-groups of students. This study was the first step in an attempt to differentiate values and behaviors of leaders from those of other groups of students. The results should be regarded as trends rather than firm conclusions. A study of this sort is not completely new, but was considered essential because the local student body had not been studied with respect to their values. To make generalizations from other studies, such as Coleman's[3], for example, to the local situation was not considered desirable [illegible] were collected in pre-sputnik days and because the local sample might differ from his sample. It was decided that the educational community needed a guide in setting up a program that would place greater emphasis on a student-directed learning program with the development of leadership as one objective.

The study reported here in Part III was designed as an initial survey of leader's values along four dimensions: 1) academic, 2) social, 3) administrative, and 4) general values, as perceived by students. The first three categories are recognizable dimensions of high school life. The fourth was designed to probe the general value orientation of students in an effort directly to assess their values.

II. Procedures

A. Subjects and methods of selection. Three sub-groups were selected for study: leaders, non-leaders, and troublesome students. A fourth group of unselected students with respect to the above three categories, was added for control purposes. The selection procedures and description of the three groups is described in the next section.

High school students were selected for the study rather than junior high or elementary school students primarily because the attitudes and values of the older students were considered to be more fully differentiated and stabilized than those of the younger ones.

The questionnaire was constructed in an a-priori manner. Students were interviewed concerning what they thought was important in school. Questions were formulated from these preliminary interviews; they were devised in conferences with administrators, teachers, and the school psychologist; they were borrowed and revised from Coleman's questionnaire.

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[3] James S. Coleman, Social Climates in High Schools Cooperative Research Monograph No. 4. Washington: Office of Education, 1961.

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No effort was made to scale the questions in a rigorous fashion, nor to relate them to specific hypotheses. The questions were tried out on a small group of high school students to ascertain the extent to which they were meaningful to them.

The four groups of subjects were selected from the student body of Holland High School in the Sgping of 1961. These groups were designated as groups A, B, C, and D.

Groups A, B, And C, consisting of equal numbers of boys and girls, and equal numbers of tenth, eleventh, and twelfth graders were selected by the senior high school counselors according to the criteria given below:

Group A-Leaders: Students to whom you would turn if you wanted to get something done in the student body; opinion leaders; athletics; student government leaders; informal leaders; club leaders.

Group B-Non-Leaders: Average students; probably those who will not go to college; take part in a few extra-curricular activities but not as leaders.

Group C-Troublesome students: May be either maladjusted to the classroom situation or rebels or both; should not be so rebellious or maladjusted that they will not take the questionnaire.

Group D-An average cross-sectional group: Was selected by the high school principal, who was asked to provide three average classrooms of students, one classroom from each grade level, 10, 11, and 12. The classes he selected were English classes, and the individuals from three of these classes form Group D. This group served as a pilot group, to perfect the questionnaire and administrative procedures.

The three groups were selected because it was felt that they represented real demographic groups, each of which caused a different set of concerns to educators, and each of which lived, as it were, in a different world in high school.

Not all the students who were selected, however, were able to take the questionnaire because they had scheduling conflicts or were absent. The total number taking the questionnaire was 236. The final number in each category by sex, social group, and grade level is given in Table 15 below.

Table 15
Number and Distribution of Subjects by Sex, Age, and Group

Student Groups	Grade Level								
	12		11		10		Sub-Total		Total
	Female	Male	Female	Male	Female	Male	Female	Male	
Group A	9	9	9	11	10	10	28	30	58
Group B	6	9	9	12	10	11	25	32	57
Group C	10	11	7	10	11	12	28	33	61
Group D	7	11	12	12	8	10	27	33	60
Sub-Total	32	40	37	45	39	43	108	128	
Total	72		82		82				236

The average I.Q, achievement test scores, and grade point average are given in Table 16.

Table 16
Average I.Q.'s, Achievement Test Scores, and Grade Point Averages of Subjects who took the Questionnaire

	Female	Male	Group				Grade Level		
			A	B	C	D	10	11	12
Average I.Q. California Test of Mental Maturity	105.0	102.7	112.1	102.5	95.6	101.0	103.8	102.0	101.5
Average Achievement Iowa Test of Educational Development	64.9	66.1	86.5	65.3	51.7	57.4	69.7	62.7	65.1
Average*								2.31	2.33

*The grade point average was from the ninth to the present grade except for the 12th grade which did not include the last semester. Grade point average for the 10th grade was not available.

B. Administration of the Questionnaire.

1. A copy of the questionnaire can be found in Appendix A. The questionnaire consisted of four parts:

a.	Academic life	20 questions
b.	Social life	28 questions
c.	Administration	15 questions
d.	Values	23 questions
	Total	86

The dates of testing were as follows: The questionnaire was administered to the sub-groups in Group D on the morning of May 5, and since the questionnaire was not completed on that morning, the administration of it was concluded on May 9, 1961. The questionnaire was administered to Group C on May 24; Group B, May 25, and Group A, May 26, 1961 in the Fellowship Hall of Third Reformed Church which was under lease to the Board of Education of Holland. The questionnaire took approximately one and a half hours to complete.

Of special concern was the problem of maintaining the identity of the subgroups A, B, C, and D and keeping their questionnaires separate for comparative purposes without arousing the suspicion and resistance of the subjects. This was done as follows: The questionnaire was administered to one group at a time. Each group was wither all leaders or non-leaders, or troublesome students. The subjects were asked to indicate their grade and sex on the questionnaire. Since this is neutral information, there was no resistance. There would, probably have been resistance had the subjects recognized the subgroup into which they had been placed or had been asked to indicate to which subgroup they belonged. This resistance was avoided by having boys and girls of the three age levels in each of the groups for the administration of the questionnaire. Each group therefore contained a sufficiently large number of unrecognized members so that any one member could not perceive whether he was in a leadership group or a troublesome group or a group of non-leaders. At least the principal saw no suspicions or resistance among the students arising out of their perceptions of their subgroup.

It was necessary to know which students took the questionnaire for the purposes of computing I.Q.'s, achievement and grade point averages. Since a larger group of students had been recommended by the counselor to take the questionnaire than actually took it, it was not possible to tell from the original list exactly which students took the questionnaire. The students were therefore given the option of signing their names on the face sheet of the questionnaire and leaving the face sheet attached, signing their names and tearing the face sheet off and placing it on a separate pile, or not signing at all. They were told to leave their face sheet on their questionnaire if they were willing or wanted to be interviewed for further elaboration of their opinions and values. A sufficiently large number signed their names to make it possible to identify everyone who took the questionnaire in each category. No attempt however, was made to identify their questionnaires.

The data were tabulated during the summer of 1961 by three student assistants.

III. Results and Comment.

In each case the heading of the table consists of the question that was asked and the body consists of results in percentage form. The columns of the tables are headed A, B, C, D corresponding to the groups of students-leaders, non-leaders, troublesome students and controls.

It should also be noted that in most cases the total number of subjects in each category who took the questionnaire was nused as the N for purposes of calculating percentages. For some parts of the questions, however, not all the subjects responded, or in some cases, subjects responded more than once. In such situations the number of responses rather than the number of subjects was used in calculating percentages. These are designated "N" and "r" respectively in the following tables.

2.

The D column is not included in the discussion since in most cases it falls between the extremes of responses. In order to make it easy to follow the comments about the material found in the tables, the line or lines under comment in a given table are noted in the text of the comment. For example, "(IA)" inserted into the text means that the comment concerns that particular row in the table being discussed.

A. Academic life.

The first section of questions dealt with the academic life of the pupils. The purpose of the questions in this section was to compare leaders, non-leaders, and troublesome students as to their orientation to the academic program of the high school.

1a,b. The first two questions are much the same. They were asked because it was felt that students had not considered the purposes of education. Both of them were asked because of the uncertainty as to which was the more effective one. It was supposed that leaders will be clearer in their perception of what they want to get out of high school than non-leaders or troublesome pupils.

The results of the question are given in Tables 17 and 18.

Table 17

Percentage Tabulation of Responses to Question 1(a):
What do you think Holland High should do for you and other students?

I. Educational	A	B	C	D
A. A sound preparation for college.	19.1	11.5	6.4	19.5
B. A sound preparation for a job.	7.7	4.1	7.9	9.8
C. Orientation to adult role in life, preparation.	30.7	18.3	20.2	21.9
D. "Educate us."	2.6	1.4	3.2	1.2
E. Better education, liberal arts concept of education	23.2	28.0	11.1	9.8
F. Revision of high school procedure	3.8	12.6	4.8	10.9
II. Social				
A. Social competance in interpersonal relations	7.7	8.4	3.2	6.1
B. Help students reach maturity, self-understanding.	3.8	4.3	6.4	7.3
C. Fun, a good time.	- - -	- - -	1.6	- - -
III. Other: Diploma, Let us Graduate, etc.	- - -	4.3	11.1	4.9
IV. Unanswered.	1.3	7.0	23.8	6.1
V. Total Percent	99.9	99.9	99.9	97.5
VI. Nr	78	71	63	82

Table 18
Percentage Tabulation of Responses to Question 1(b):
What do you want to get out of school?

I. Educational	A	B	C	D
A. Sound preparation for college	25.8	11.3	4.4	13.8
B. Sound preparation for job.	4.3	1.6	1.5	10.8
C. Orientation to adult role in life	21.4	8.0	17.6	13.8
D. "Education"	4.3	27.4	13.2	12.3
F. Liberal arts concept of education	28.6	32.2	26.5	21.5
II. Social				
A. Social competance in interpersonal relations.	12.6	4.8	4.4	4.6
B. Gain self-understanding, more mature.	- - -	1.6	2.9	- - -
C. Fun, a good time.	- - -	3.2	2.9	- - -
III. Other, "Just get out," a diploma, *etc*.	- - -	1.6	11.7	7.7
IV. Unanswered	2.9	8.1	14.7	15.4
V. Total Percent	99.9	99.8	99.8	99.9
VI. Nr	70	62	68	65

Comment. For Group A, the desire to be prepared for college (IA), orientation to adult life (IC), and a broad liberal arts education (IE), are the most frequent answers.

Group B emphasizes the liberal arts concept of education (IE) as being a thing they desire to get out of high school along with an undifferentiated answer of "education" (Table 18, ID).

Group C is understandably uninterested in college preparation, and responds more heavily than the other two groups with "let us out of here" (III). They also left the greatest number of unanswered questions (IV).

2. The second question was asked in order to discover the extent to which students talk about their personal purposes of education with others. It was supposed that leaders would do so more than the other two groups. The results are compiled in Table 19 below.

Table 19
Percentage Tabulation of Responses to Question 2:
Have you talked seriously with anyone about what you want to get out of high school? If so, with whom?

I. Yes	A	B	C	D
I. Yes	59.6	38.5	37.7	28.3
II. No	40.3	59.6	61.2	71.6
III. Total Percent.	100.0	98.1	98.9	99.9
IV. Ns	58	57	61	60
V. With whom?				
A. Teacher	14.0	6.0	- - -	12.9
B. Counselor	28.0	36.6	46.4	35.4
C. Parent	28.0	53.3	39.2	32.2
D. Peers	18.0	3.3	14.2	9.6
E. Other	12.0	- - -	- - -	9.6
VI. Total Percent	100.0	99.8	99.8	99.7
VII. Nr	50	30	28	31

Comment: Table 19 bears out the hunch. The ratio of "yes" to "no" for Group A is about 60 to 40. The ratio is reversed for groups B and C.

With whom do students talk about high school goals? Group A is more likely to talk with teachers (VA) about their high school goals than are either group B or C and are somewhat less likely to talk with parents or counselors (VB,C). Leaders are also likely to talk to other people (VE) besides school personnel, parents, and peers. The counselors (VB) and parents (VC) appear to be the major category of people to whom non-leaders and troubled students discuss their highschool plans.

Question 3 and 4 should be taken together. The assumption behind these two questions is that students should desire freedom for themselves and that they know what to do with it. It is supposed that the leaders want more free time and would know how to use it more effectively than non-leaders or troubled students. The results are given in Table 20 and 21 below.

Table 20
Percentage Tabulation of Responses to Question 3:
Would you like more free and unscheduled time in your schedule?

	A	B	C	D
I. Yes	51.7	43.8	59.0	56.6
II. No	44.8	56.1	39.3	40.0
III. Unanswered, questionable	3.4	- - -	1.6	3.2
IV. Total	99.9	99.9	99.9	99.8
V. Nr	58	57	61	60

Table 21
Percentage Tabulation of Responses to Question 4: What would you do if you had more free time in school?

	A	B	C	D
I. In school				
A. Assignments	36.3	41.5	33.8	33.8
B. Extra work	18.1	14.5	12.1	16.2
C. Waste time	22.0	22.8	25.6	11.7
D. Social, extra-curricular, conversation	12.9	866	10.8	13.2
II. Out of school				
A. Constructive activity; get a job; study at home	5.1	2.8	4.0	1.5
B. Waste time	2.5	1.4	5.4	4.4
III. Other Questionable Unanswered	3.1	8.4	8.1	19.1
IV. Total Percent	100.0	100.0	99.8	99.9
V. Nr	77	70	74	68

Comment: It would appear from Table 20 that Groups A and C are the most interested in having more free and unscheduled time in their schedule. Group B is the least interested in this.

From Table 21 it can be seen that there are no major differences among the groups with respect to what they would do with their time. The greatest response was that they would continue to work an assignments as usual (IA). Students also felt they would waste time (IC). The third highest category is doing extra work (IB). Group A responded somewhat more frequently in that category.

5. It was guessed that leaders would have more resources for learning on their own than will the other two groups. Question 5 was asked to test the assumption. The results are given in Table 22 below.

Table 22

Percentage Tabulation of Responses to Question 5:
If you did not have to attend classes unless you wanted to, how would you go about learning what you wanted to learn?

	A	B	C	D
I. Go to classes that interest me	25.0	30.6	26.4	25.4
II. Independent study; reading, library work	42.8	29.0	25.0	28.4
III. Learn from other people; experience and discussion	20.2	9.7	17.2	19.4
IV. Get outside job	1.1	1.6	4.4	4.4
V. Vague answer	1.1	3.2	7.4	5.9
VI. Would not learn	8.3	14.5	11.8	10.4
VII. Unanswered, questionable	1.1	11.3	7.3	5.8
VIII. Total Percent	99.6	99.9	99.5	99.7
IX. Nr	84	62	68	67

Comment: From Table 22 it appears that the leaders are somewhat more inclined to independent study (II), than are either the non-leaders or the troubled students. Both the leaders and the troublesome students seem to be able to rely upon learning from other people (III) more than the non-leaders. The non-leaders appear to be most dependent upon the regular schedule of classes (I) for learning, and least able to learn from others (III). They are also the ones that scored the highest on the "would-not-learn" category (VI).

6.

6. It was assumed that leaders would obtain the greatest understanding of the world through the curriculum of the school. This assumption was tested in question 6 which is summarized in Table 23 below:

Table 23

Percentage Tabulation of Responses to Question 6:
How much has HHS helped you understand the world of today?

	A	B	C	D
I. Quantitative answers				
A. Very much	8.3	16.9	6.1	16.8
B. Quite a bit;a good job.	18.0	28.8	17.3	18.4
C. Fair; not too much	13.7	6.8	13.5	14.2
D. Not much;very little	16.6	20.3	24.7	14.2
E. Nothing; not at all	2.8	5.1	1.2	2.6
II. Qualitative Answers				
A. Institutional, courses, classes, counselors	22.5	5.1	16.0	15.5
B. Initiative student	6.9	- -	2.4	6.5
III. Social World				
A. Yes, helped	5.5	3.4	6.1	2.6
B. No, not helped	- -	- -	1.2	- -
IV. Other,Questionable,Unscorable	12.5	3.4	6.1	2.6
V. Unanswered	2.8	10.1	4.9	6.5
VI. Total Percent	99.6	99.9	99.5	99.9
VII. Nr	72	59	81	77

Comment. As seen from Table 23 there are no outstanding differences among the groups in the answer to this question. The most notable trend is for Group B rather then Group A, as had been assumed to be more positive in its evaluation of the high school than either group A or C (I. A, B). The leaders mentioned somewhat more that it is up to the initiative of the student (II B) to attain such understanding.

7. It was supposed that leaders would find the high school more suitable to their needs then the other groups would. This assumption is tested in question 7. The results are given in Table 24 below.

Table 24
Percentage Tabulation of Responses to Question 7:
Has HHS given you the courses you need?
If not, what else would you have liked?

	A	B	C	D
I. Yes	79.3	91.2	68.8	68.3
II. Sometimes	---	---	6.5	10.0
III. No	17.2	8.7	22.9	20.0
IV. Questionable	3.4	---	1.6	1.6
VV. Total Percent	99.9	99.9	99.8	99.9
VI. Ns	58	57	61	60
VII. Other courses				
A. Advanced Math	25.0	---	6.2	---
B. Language	16.6	---	6.2	11.1
C. Psychology and related fields: Sociology and Anthropology	41.6	33.3	6.2	5.5
D. Social Sciences	8.3	---	6.2	5.5
E. Vocational training courses	8.3	50.0	56.2	66.6
F. Other	---	16.6	18.7	11.1
VIII. Total Percent	99.8	99.9	99.7	99.8
IX. Nr	12	6	16	18

Comment. The answers to this question as shown in Table 24 indicate that the curriculum of the high school is perceived by non-leaders as being most suitable to them and least suitable for the troublesome students (I). Leaders lie between these two extremes.

There are sharp differences between Group A on the one hand and Groups B and C on the other to courses they would like to see offered although the number of responses is small. Group A, in line with college goals, wants courses such as advanced mathematics (VII A), language (VII B) and psychology (VII C). Groups B and C are much more interested in vocational courses (VII E).

8. An inquiry was made regarding the extent to which teachers given reasons for what they expect of students. It was supposed that leaders would be most able to see the reasons for teachers action. The results are given in Table 25 below.

Table 25
Percentage Tabulation of Responses to Question 8:
Do teachers give reasons for what they expect of you?

	A	B	C	D
I. A. Yes	58.6	71.9	49.1	60.0
B. Qualified Yes-No	22.2	17.4	6.5	19.8
C. No	18.9	8.7	39.3	18.3
D. Unanswered, Questionable	---	1.7	4.8	1.6
E. Total Percent	99.7	99.7	99.7	99.7
F. Ns	58	57	61	60
II. Do you accept their reasons?				
A. Yes	58.6	71.9	52.4	66.6
B. Qualified yes	25.8	13.5	17.7	11.6
C. No	---	3.5	21.3	8.3
D. Unanswered, Questionable	15.4	10.5	8.1	13.3
E. Total Percent	99.8	99.9	99.7	99.8
F. Ns	58	57	61	60

Comment. As seen from Table 25 Group B was found to be most acquiescent (I A) and Group C the most critical (I A). The same trend of acquiescense on the part of Group B and criticism of the teachers on the part of Group C is found in the second part of the question (II A).

9. An attempt was made to discover whether the three groups of students differentially perceive teachers as trying to be understanding, sympathetic and helpful. It was supposed that leaders would be more generous of teachers in their judgments. The results are summarized in Table 26 below.

Table 26
Percentage Tabulation of Responses to Question 9:
Have teachers listened to you and tried to understand you?

	A	B	C	D
I. Yes	43.1	56.0	34.4	46.0
II. Qualified Yes-No	53.2	36.7	43.1	42.5
III. No	1.7	3.5	16.3	7.1
IV. Unscorable, Questionable	1.7	3.5	6.2	1.6
V. Total Percent	99.7	99.7	99.4	97.2
VI. Ns	58	57	61	60

Comment. In response to this question as seen in Table 26 we find once more that the B group is the most generous in its judgment of the teachers and C group is most critical.

10. In terms of making school work interesting it was supposed that leaders would consider teachers to be most successful in making the school subjects interesting. The results are given in Table 27 below.

Table 27

Percentage Tabulation of Responses to Question 10:
Have teachers tried to make the subject mean something personal to you?

	A	B	C	D
I. Yes	34.4	38.5	48.1	36.6
II. Usually	24.0	12.0	6.5	10.0
III. Sometimes, occasionally	20.5	18.9	13.0	25.0
IV. Not often	10.3	8866	6.5	11.6
V. No	10.3	15.7	22.9	13.3
VI. Unanswered, unscorable, questionable	---	5.2	1.6	3.3
VII. Total Percent	99.5	98.9	98.6	99.8
VIII. Ns	58	57	61	60

Comment. Non-leaders and troublesome pupils are most favorably inclined toward the teachers (I). It appears that the leaders are more cautious in making positive responses than are either the non-leaders or the troublesome students. The troublesome students are both more generous on the one hand, and more critical on the other, than either the leaders or the non-leaders (I, V). This may mean that teachers were perceived as having extended themselves toward the troublesome students and have succeeded in some cases and some cases failed.

11. A question of fact was asked concerning the extent to which the students actually received the help they needed. It was guessed that leaders would have received the greatest amount of help. The results are summarized below in Table 28.

Table 28

Percentage Tabulation of Responses to Question 11:
Have you received the help you need from teachers in your subject?

	A	B	C	D
I. Yes	7 75.8	71.9	54.0	58.3
II. Usually, most of the time	8.6	3.5	6.5	10.0
III. Sometimes, occasionally	8.6	8.7	13.1	11.6
IV. Not often	1.7	1.7	3.2	---
V. No	5.1	12.2	19.6	13.3
VI. Unanswered, unscorable, questionable	---	1.7	3.2	6.6
VII. Total Percent	99.8	99.7	99.6	99.8
VIII. Ns	58	57	61	60

Comment. TabTab28 28 the leaders are shown to respond more positively on the whole than either the non-leaders or the troublesome students (I, V). Again Group C tends to be polarized for and against teachers. Leaders tend to be most favorable in their judgments. In squaring the leaders' position on this question with their position on the previous two questions it may be said that although the leaders receive the help they need from teachers, they do not perceive the teachers extending themselves as much as do the non-leaders. Leaders are probably more easy to help. The teachers appear to be less successful with non-leaders and troubled students than they are with the leaders.

12. An attempt was made in question 12 to discover whether leaders take more initiative than other students in asking for help from teachers. Results are summarized in Table 29 below.

Table 29
Percentage Tabulation of Responses to Question 12:
Have you ever gone to them for help on your own?

	A	B	C	D
I. Yes	79.4	75.5	80.3	66.6
II. Qualified Yes-No	5.1	3.3	4.8	28.3
III. No	12.0	21.0	14.8	3.3
IV. Unscorable, questionable	3.4	---	---	1.6
V. Total Percent	99.9	99.8	99.9	99.8
VI. Ns	58	57	61	60

Comment. In this question there is no basic difference between the groups in their approach to teachers for help.

13. In question 13 the attempt was made to ascertain the motives of students for doing what teachers want them to do. This question was asked because some teachers claimed that it was necessary to make students become afraid before they would do their work. Results are given in Table 30.

Table 30
Percentage Tabulation of Responses to Question 13:
Why do you do what teachers ask of you in school?

	A	B	C	D
I. Out of fear	4.7	2.5	10.1	5.5
II. Out of respect for their knowledge	33.7	30.8	22.2	27.8
III. Because they are friendly	13.5	14.1	15.5	16.0
IV. Because they understand teenagers	8.1	4.1	11.5	14.6
V. Because they are strict	6.7	7.5	11.5	8.6
VI. Because they are willing to help	28.4	37.5	27.6	25.2
VII. Other, unanswered	4.6	3.3	1.3	1.8
VIII. Total Percent	99.7	99.8	99.9	99.5
IX. Nr	148	120	148	162

Comment. Leaders are motivated primarily out of respect for teachers' knowledge (II) and because the teachers are willing to help (VI). Troublesome students are motivated to a larger extent than either of the other two groups out of fear (I) and considerably less out of respect of the knowledge of the teacher (II), but also because teachers are willing to help (VI). The non-leaders are motivated most highly by teachers' willingness to help them (VI) and secondarily out of respect for their knowledge (II)L

14. The effort was made to discover the amount and source of pressure that leaders and other students felt as a result of their school work. These responses are shown in Table 31.

Table 31
Percentage Tabulation of Responses to Question 14:
Do you feel under pressure of school work?

	A	B	C	D
I. A. Yes	50.0	36.8	49.1	61.5
B. Qualffied Yes-No	29.1	31.5	16.3	11.6
C. No	20.6	31.5	34.4	26.6
D. Total Percent	99.7	99.8	99.8	99.7
E. Ns	58	57	61	60
II. Explain				
A. School work, assignments, examinations	59.1	84.3	80.9	78.1
B. Extra-curricular activities, outside job.	12.2	3.1	9.5	12.5
C. Parental pressure	2.0	---	---	3.1
D. Need for good grades for college, to graduate, and for later life	26.4	9.3	---	3.1
E. Other, questionable	---	3.1	9.5	3.1
F. Total Percent	99.7	99.8	99.8	99.9
G. Nr	49	32	21	32

Comments. The leaders and troublesome appear to feel the greatest amount of pressure on themselves for their school work with the non-leaders somewhat less. Again, the troublesome pupils are polarized between feeling considerable pressure and feeling none at all (I A, C).

The reasons for feeling pressure differ. The pressure on the leaders comes from the usual work and assignments (II A) but to a much larger extent for college entrance (II D) than is true either for Group B or C. The usual school work, assignments (II A) applied the greatest amount of pressure for the students in Group B and C.

15. In question 15 the diffential responses of the three groups to various facets of academic life were ascertained. The responses are given in Table 32.

Table 32
Percentage Tabulation of Responses to Question 15:
Rate the following in importance to your studies on a five point scale:

	A	B	C	D
I. Importance of home room				
A. (1) Most	1.7	8.7	6.6	---
B. (2)	6.8	10.5	9.8	15.0
C. (3)	8.6	17.5	22.9	15.0
D. (4)	31.0	19.2	14.7	26.6
E. (5) Least	48.2	43.8	45.9	41.6
F. Unanswered	3.4	---	---	1.6
G. Total Percent	99.7	99.7	99.9	99.8
H. Ns	58	57	61	60

Table 32 Continued

	A	B	C	D
II. Importance of homework				
A. (1) Most	44.8	35.0	31.1	28.3
B. (2)	43.1	33.3	27.8	36.6
C. (3)	6.8	22.8	19.6	20.0
D. (4)	1.7	3.5	13.1	10.0
E. (5) Least	1.7	5.2	6.5	5.0
F. Unanswered	1.7	---	1.6	---
G. Total Percent	99.8	99.8	99.7	99.9
H. Ns	58	57	61	60
III. Importance of library				
A. (1) Most	25.8	24.5	24.5	33.3
B. (2)	34.4	33.3	16.3	35.0
C. (3)	32.7	28.0	32.7	16.6
D. (4)	5.1	8.7	14.7	11.6
E. (5) Least	---	5.2	11.4	3.3
F. Unanswered	1.7	---	---	---
G. Total Percent	99.7	99.7	99.6	99.8
H. Ns	58	57	61	60
IV. Importance of study halls				
A. (1) Most	6.8	10.5	26.2	15.0
B. (2)	6.8	17.5	22.9	15.0
C. (3)	12.0	15.7	9.8	15.0
D. (4)	18.9	22.8	16.3	25.0
E. (5) Least	53.4	33.3	24.5	28.3
F. Unanswered	1.7	---	---	1.6
G. Total Percent	99.6	99.8	99.7	99.9
H. Ns	58	57	60	61
V. Importance of daily class				
A. (1) Most	58.6	70.1	59.0	66.6
B. (2)	31.0	19.2	24.5	20.0
C. (3)	8.6	5.2	8.1	8.3
D. (4)	---	1.7	4.9	3.3
E. (5) Least	---	3.5	3.2	---
F. Unanswered	1.7	---	---	1.6
G. Total Percent	99.9	99.7	99.7	99.8
H. Ns	58	57	60	61

Comment. All the students were rather negative in their evaluation of the homeroom (I E). The leaders were most negative. The troublesome students next, and the non-leaders, perhaps the least critical.

Homework was rated equally high by both leaders and non-leaders (II A,B) and somewhat lower by the students in Group C.

The library is rated equally high by all groups. The study hall was rated highest by Group C (IV A, B) and lowest by Group A (IV E) with Group B falling in between.

The daily class period was rated highest by the group IV(I)A) and approximately the same by the leaders and troublesome students.

16. In question 16, a further differentiation was sought--this time among school work, extra curricular activities, outside work, honors classes, and church activities. The results are given in Table 33 below.

Table 33

Percentage Tabulation of Responses to Question 16:
Which of the following is most important to you?

	A	B	C	D
I. School work				
A. (1) Most	74.2	54.4	37.7	51.6
B. (2)	17.2	24.6	37.7	31.6
C. (3)	6.8	10.5	14.7	15.0
D. (4)	---	1.7	3.2	---
E. (5) Least	---	7.0	6.5	---
F. Unanswered	1.7	1.7	---	1.6
G. Total Percent	99.9	99.9	99.8	99.8
H. Ns	58	57	60	61
II. Extra-curricular activities				
A. (1) Most	18.9	8.7	16.3	8.3
B. (2)	37.9	15.7	18.0	18.3
C. (3)	22.4	31.5	21.3	30.0
D. (4)	13.7	24.4	29.5	23.3
E. (5) Least	5.1	19.2	13.0	18.3
F. Unanswered	1.7	11.7	---	1.6
G. Total Percent	99.7	99.5	98.1	99.8
H. Ns	58	57	60	61
III. Outside work				
A. (1) Most	3.4	3.5	32.7	18.3
B. (2)	8.6	33.2	24.5	23.3
C. (3)	15.5	29.8	26.2	26.6
D. (4)	32.7	14.0	8.1	6.6
E. (5) Least	37.8	17.5	8.1	6.6
F. Unanswered	1.7	1.7	---	5.0
G. Total Percent	99.7	99.7	99.6	99.8
H. Ns	58	57	60	61
IV. Honors Classes				
A. (1) Most	8.6	1.7	4.9	---
B. (2)	15.5	12.2	4.9	5.0
C. (3)	18.9	14.0	6.5	3.4
D. (4)	15.5	22.8	11.4	25.0
E. (5) Least	39.6	49.1	68.6	63.2
F. Unanswered	1.7	---	3.2	3.2
G. Total Percent	99.8	99.8	99.5	99.9
H. Ns	58	57	60	61

Table 33 - Continued

V. Church activity	A	B	C	D
A. (1) Most	17.2	29.8	21.3	20.0
B. (2)	24.1	24.6	18.0	26.6
C. (3)	24.1	19.2	26.2	26.6
D. (4)	25.4	19.2	16.3	15.0
E. (5) Least	6.8	5.2	16.3	10.0
F. (Unanswered	1.7	1.7	1.6	1.6
G. Total Percent	99.3	99.7	99.7	99.8
H. N (Subjects)	58	57	60	61

Comment: The leaders rated school work the highest (IA) with non-leaders next and troublesome students rating it least high.

Leaders rate extra-curricular activities (IIA) somewhat higher than do non-leaders. Troublesome students tend to be split, some rating such activities high and some low (IIA,D).

Outside work was rated lowest by the leaders (IIIE) and highest by the troublesome students (IIIA) with the non-leaders falling in between. Honors classes (IVA-C) are rated somewhat higher by the leaders than by the other two groups.

Church activities are rated highest by the Group B (VA) of some value by the leaders (VB-D); scattered responses came from the troublesome students.

17. In question 17, the students' evaluation of co-curricular activities was sought. The results are given in Table 34.

Table 34

Percentage tabulation of Responses to Question 17:
Do you think co-curricular activities such as athletics, clubs, dramatics, are important part of HHS?

I. Importance	A	B	C	D
A. Yes	96.5	85.9	88.5	88.3
B. Qualified yes-no	3.4	1.7	4.8	3.2
C. No	- -	3.5	6.5	5.0
D. Yes, but don't participate, lack of time, lack of interest	- -	8.7	- -	3.3
E. Total Percent	99.9	99.8	99.8	99.8
F. N (subjects)	58	57	60	61
II. Social Interaction Value				
A. Further acquaintances social competence, sportsmanship.	30.7	18.0	25.5	34.3
B. Enjoyment, variety, way to express oneself makes school more interesting	29.2	38.0	48.9	26.5

Table 34 - Continued

III. Educational Value	A	B	C	D
A. Well-rounded education helps for later life	18.4	4.0	4.2	9.3
B. Learn specific things	3.0	4.0	- -	- -
C. Develop abilities, talents	3.1	6.0	4.2	9.3
IV. School prestige, school spirit	77.8.6	20.0	12.7	14.0
V. Other: Maturity, character building, develop mentally and physically	6.1	6.0	4.2	6.2
VI. Total Percent	99.6	100.0	99.7	99.6
VII. Nr	65	50	47	64

Comments:

The students were almost unanimous in their high evaluation of extra-curricular activities (IA). The troublesome students, however, were a trifle more critical of them than the other two groups, (IC). Non-leaders participated somewhat less, but still valued them highly, (ID).

In giving the reasons for their answers, it would appear that Group C stresses simple enjoyment and variety (IIB). This answer is stressed somewhat less by non-leaders and still less by leaders (IIB). The leaders emphasize the educational aspects of such activities (IIA and IIIA). They seem to be using even the extra-curricular activities educationally. Even their enjoyment is bent to the purpose of improvement.

18. An attempt was made in this question to discover the extent of the students' participation in extra curricular activities. The results are given in Table 35 below.

Table 35

Percentage tabulation of Responses to Question 18:
In what co-curricular activities have you taken part? To what clubs, etc. do you belong?

I. Number of activities	A	B	C	D
A. No activities	---	17.5	26.2	21.6
B. 1-5 activities	70.6	75.4	70.4	71.6
C. Over 5 activities	29.3	1.7	1.6	5.0
D. Unanswered	---	5.2	1.6	1.6
E. Total Percent	99.9	99.8	99.8	99.8
F. Ns	58	57	61	60
II. What activities				
A. Athletics, Dutch Dance, etc.	32.5	38.7	41.7	36.4
B. Academic clubs, National Honor society, FFA, FNE, FTA etc.	20.8	16.2	13.4	17.7
C. Fine ARts, Dramatics, forensics, publications, music, etc.	17.7	12.5	14.9	14.5

Table 35 - Continued

	A	B	C	D
D. Student government, student forum	11.0	1.2	2.9	2.0
E. Service and social clubs, Horizon etc.	12.2	15.0	17.9	16.6
F. Non-school activities church, etc.	1.8	10.0	2.9	9.3
G. Hobby clubs, auto mechanics etc.	1.8	3.7	5.9	3.1
H. Questionable	1.8	2.5	- - -	- - -
I. Total Percent	99.6	99.8	99.6	99.6
J. Nr	163	80	76	96

Comments: A quarter of the students in Group C mentioned that they belonged to no activities (IA). None of the leaders said they belonged to no activities and about 17 percent of Group B said they did not.

About three quarters of all the groups said they participated in one to five activities.. The leaders forged far ahead in the category of over five activities (IC). Almost 30 percent of them participate in over five activities.

Troublesome students participate in athletics and Dutch Dance (a local production for the annual Tulip Time Festival) to a higher degree than do the leaders (IIA). Leaders, however, participate in more academic clubs and in student government (IIB).

The Group B students participate more frequently than the other two groups do in non-school activities such as the church and so forth (IIF).

19. Question 19 was not scorable because of the wide variety of answers.

20. In question 20 an important indirect evaluation of the teachers by the three groups of students was sought. The question dealt with the students describing their own response to the demands made on them by the teachers. Table 36 gives the results, and is found on the next page.

Table 36

Percentage Tabulation of Responses to Question 20:
When you have to read an assigned book or pamphlet do you feel it is for your purpose of the teachers?

	A	B	C	D
I. My purpose	58.6	73.6	54.0	53.3
II. Qualified, Teacher-mine	11.9	8.7	21.6	23.2
III. Teachers purpose	1.7	10.5	9.8	11.6
IV. Neither	3.4	- -	9.8	- -
V. Unanswered, unscorable	8.5	3.5	11.3	9.9
VI. For my purpose, but don't feel necessary, uninterested	15.5	3.5	3.2	11.6
VII. Total Percent	98.9	99.8	99.4	99.6
VIII. N (subjects)	58	57	61	60

Comment: As seen from Table 36 once again, the aquiesence of the Group B is displayed to a higher degree than either Group A or C (i). Non-leaders believed that teachers gave assignments for the purpose of the student. (I.) On the other hand, they along with troublesome students tend to say it is for the teacher's purpose (III). The leaders have an interesting answer when they admit it is for their purpose but they do not feel involved in it. (VI.)

B. Social Life

The second section of the questionnaire dealt with the social life of the students. The first question was a near-sociometric question. An attempt was made to discover if leaders receive support from all segments of school population or whether there is differential support. For this purpose the females and males as well as different age groups are retained. Results are given in Table 37.

Table 37

Percentage Tabulation of Responses to Question 1:
Name five student leaders in HHS:

I. Names, grade level	F	M	A	B	C	D	12	11	10
A. Male, Sr.	2.7	7.0	5.2	4.1	5.0	5.1	4.4	4.1	6.4
B. Male, Sr.	5.5	5.3	10.5	2.6	3.8	3.3	9.2	3.4	3.6
C. Male, Sr.	8.2	11.9	11.3	10.9	10.1	8.0	15.2	7.2	8.0
D. Male, Jr.	3.2	2.9	2.0	5.2	2.5	2.8	1.4	6.1	1.2
E. Female, Jr.	6.0	3.9	4.0	6.2	6.3	3.7	1.4	6.8	6.4
F. Female, Jr.	3.5	3.1	1.2	5.2	5.0	2.8	.7	4.8	4.4
G. Male, Sr.	3.7	5.2	6.4	3.1	2.5	4.7	4.4	4.8	4.0
H. Female, Sr.	11.5	10.0	11.3	10.4	9.5	11.3	11.8	10.6	9.6
I. Female, Sr.	3.2	2.6	4.0	2.0	2.5	2.8	2.9	4.4	1.2
J. Male Sr.	18.5	17.3	19.0	15.6	18.4	18.3	16.3	17.5	20.1
K. Male, Soph.	4.2	5.3	3.2	6.2	3.1	6.6	.3	1.7	13.3
L. Female, Sr.	5.0	1.2	4.0	2.6	3.8	1.8	7.4	1.7	- -
II. Total Number of votes received by highest 41 persons (not shown in table)	398	410	247	192	157	212	269	291	248
III. Percent choosing F	46.4	29.5							
IV. Percent choosing M	53.5	70.4							
V. Percent Unanswered	9.2	19.5	6.8	21.0	19.6	11.6	9.7	15.8	18.2

Comment: Only 41 students out of a student body of about 1,000 received three or more votes apiece. (These data are not shown on Table 37). They garnered the vast majority of the votes. Of the 41 students, 25 were seniors 9 were juniors, and 7 were sophomores. Twenty were girls and twenty-one were boys.

Twelve students received 75 percent or more of the votes. Of the 12 students, 8 were seniors, 3 were juniors, and one was a sophomore. Seven were boys and five were girls.

Girls cast a somewhat larger number of votes (V); about 20 percent of the boysddid not cast votes on this question as opposed to about 10 percent o f the girls. Leaders received 247 votes and non-leaders 192 votes and troublesome students 147 votes. (III.) Boys tend to vote for boys, but girls distribute their votes about equally between the two sexes. (III, IV).

Because of the fact that our sample was broken down into boys and girls Groups A, B, and C and 10th, 11th, and 12th graders, we were able to ascertain the source of support that leaders received from the groups. This innovation in sociometric techniques indicates that students' source of support comes from different segments of the student body. Male A, for instance, received most of his votes from the male students and particularly from the students in the 10th grade. He received about equal support from Groups A, B, and C. Male B received equal support from boys and girls but got most of his support from Group A in the 12th grade. Male C received somewhat stronger support from boys than from girls, equal support from all three Groups, A, B, and C, and somewhat more support among the seniors than the other two classes. Male D received most of his support from Group B in the 11th grade. Female E received most of her support from Groups B and C in the 11th and 10th grades. Female F is notable in that she did not receive much support from the leadership group in the 12th grade. Male G got somewhat more support from boys than fromgirls and particularly from the leadership group. Female I received strong support all across the board with a slight tendency for girls to give her more support than boys; leaders support her more than non-leaders, and troublesome students; and older students give her more support than younger. Female H also receives undifferentiated support but not nearly as strong as Girl I. Male J receives strong undifferentiated support all across the board. He is the outstanding leader. Male J receives support from the 10th grade. Female L receives her support from girls in the senior class.

From this analysis it appears that cleavage lines for sociometric leadership are primarily boy-girl dichotomy and the age-agrade levels. There are cleavages among the A, B, C, groups, but these are somewhat less clear-out than along the other two dimensions.

2. The second question in the Social section probed the students perception of the routes to leadership. There were many scattered responses These have been summarized in Table 38.

Table 38
Percentage Tabulation of Responses to Question 2:
How does a person get to be a leader in high school?

I. Personality attributes	A	B	C	D
A. General, a pleasing personality	10.8	11.8	10.8	7.3
B. Friendliness	7.0	5.1	6.8	4.1
C. Ambition,enthusiasm, etc.	8.6	6.7	6.8	7.3
D. Dependability	3.1	3.3	1.9	.8
E. Understanding and/or respect	7.8	3.3	3.9	4.1
F. Doing one's best	4.6	1.7	.9	1.6
G. Presenting ideas well	3.9	1.7	- -	- -
H. Being "natural leaders"	1.5	2.5	1.9	.8
I. Other	- -	.8	.9	.8

Table 38 - Continued

	A	B	C	D
II. Participation in Activities	19.4	5.8	10.7	8.9
III. Academic Ability	9.3	12.7	14.6	13.1
IV. Popularity, (general)	6.2	12.7	18.5	24.6
V. Material possessions, car, home, etc	- -	5.9	4.9	4.9
VI. Running for office; being selected	6.2	6.7	1.9	9.0
VII. "Being in" or "being in with" the right group	1.5	4.2	4.9	1.6
VIII. Being an individual	.7	.8	.9	--
IX. Seeking adult approval	.7	2.5	.9	--
X. Leadership qualities (general) Being a good leader	6.2	6.8	.9	4.9
XI. Questionable, unscorable Unanswered	1.4	2.5	6.8	5.6
XII. Total Percent	98.9	97.4	98.9	99.4
XIII. Nr	128	118	102	122

Comment: In Table 38 personality attributes (I) were mentioned most frequently but there was very little differentiation among the three groups of students as to the importance of these. All of the groups agreed that they were basically important.

The leaders somewhat more than the non-leaders and troublesome students rated understanding (IE), doing one's best (IF), and presenting ideas well (IG) as being an important attribute of a leader. Participation in activities (II) was rated more highly by leaders than by non-leaders with troublesome students falling inbetween.

It is interesting to note that academic ability (III) and popularity (IV) were rated more highly by Group C than by either B or A. These results might be interpreted to mean that the students in Group C particularly, place a high value on these attributes perhaps because they lack them. Students that do have these attributes such as Group A tend to interpret them as being less important. A similar interpretation may be given for such things as material possessions and cars (V). They are not mentioned once by leaders as being important for leadership; but are seen by some non-leaders and troublesome students as being important.

Running for office (VI), however, is seen as being an important route to leadership in both Group A and B whereas being in the right group (VII) seems to be somewhat more important for Groups C and B. Leadership qualities and being a good leader (X) is important as seen in the eyes of both Group A and B but not for C.

Being an individual (VIII) is not considered an important approach to becoming a leader.

3. In question 3 of the section on social life the attempt was made todiscover the differential opportunities each group had for leadership. It was expected that group A would have the most opportunities at leadership positions. The results are given in Table 39.

Table 39

Percentage Tabulation of Responses to Question 3:
What opportunities of leadership have you had in or out of school?

	A	B	C	D
I. In school				
A. Officer, chairman or organization	27.5	12.3	9.2	14.8
B. Informal (none elected or appointed)	12.6	6.1	4.6	6.7
C. Member of organization or team	13.1	4.6	6.1	5.4
II. Out of school				
A. Officer, chairman of organization	13.7	20.0	13.8	21.6
B. Informal(none elected or appointed)	4.6	4.8	6.1	4.0
C. Member of organization or team	11.4	4.6	1.5	8.1
III. None	2.3	29.2	26.1	17.5
IV. "I don't know"	2.3	1.5	1.5	1.3
V. Questionable, unscorable, unanswered	8.0	16.8	30.2	20.2
VI. Total Percent	99.5	99.7	99.6	9 99.6
VII. Nr	87	65	65	74

Comment: As was expected Group A had many more opportunities for leadership within school (I). It is somewhat of a surprise, however, that Groups B, according to their own perception have had more opportunities for leadership outside school (II). More than one quarter of both Groups B and C mention that they have had no opportunities for leadership (III) whereas only a small number of Group A claim to have had no chances for leadership. A much larger percentage of both B and C leave the question unanswered than Group A (VI), indicating difficulty in answering the question.

4. In question 4 of the section on social life, an attempt was made to discover the extent to which leadership inside school appeared to be the same as leadership outside school to the three different groups. Table 40 shows the results.

Table 40

Percentage Tabulation of Responses to Question 4:
Is leadership in school the same as leadership out of school?

	A	B	C	D
I. Yes	37.9	33.3	26.2	35.0
II. In most ways	18.9	14.0	4.9	3.3
III. In some ways sometimes	18.9	5.2	9.8	6.5
IV. Not such similarity	5.1	1.7	- -	1.6
V. No	13.7	38.5	49.1	43.3
VI. Unanswered, unscorable questionable	5.1	7.0	9.7	9.9
VII. Total Percent	99.6	99.7	99.7	99.6
VIII. Ns	58	57	61	60

Comment: An overall basis according to Table40it would appear that one-third of the group answered this question "yes" and one third "no" with the rest falling in between.

Students and Group A indicate more than the other two groups that leadership in the school is the same out of school (I) whereas Group C and to some extent Group B definitely feel that leadership out of school is different from leadership in school (V). Group A tends to ignore or deny leadership outside of school.

5. In question 5oof the section on social life the potency of leadership in general was ascertained. The answers are summarieed in Table 41.

Table 41
Percentage Tabulation of Responses to Question 5:
Can leaders change what we believe in?

			A	B	C	D
I.	A.	Yes	24.0	33.3	29.5	41.6
	B.	Usually, most people can be influenced	32.7	14.0	14.7	18.3
	C.	Sometimes, they can try, they might	18.9	8.7	8.1	6.5
	D.	Not if you have strong enough beliefs, not often	15.5	22.8	14.7	13.3
	E.	No	3.4	17.5	18.0	15.0
	F.	Questionable,Unscorable, Unanswered	3.4	1.7	14.6	5.0
	G.	Total Percent	97.9	99.0	99.6	99.7
	H.	Ns	58	57	61	60
II.	How change?					
	A.	Personality of leader	57.1	20.0	41.6	43.4
	B.	Force	- -	20.0	8.3	13.0
	C.	Leader shows capabilities	28.5	60.0	41.6	34.7
	D.	Other	14.2	- -	8.3	8.6
	E.	Total Percent	99.8	100.0	99.8	99.7
	F.	Nr	7	5	12	23

Comment: About one quarter to one-third of the students answered the question yes (IA). Of the ghree gropps, Group B seems to be somewhat more optimistic in believing that leaders can change what followers believe (IA). Group A is somewhat more cautious in giving an qnqualified yes-answer. There is an interesting dichotomy in both Groups B and C, some answers falling strongly in the yes category and others strongly in the no category. Group A however, doesnot show such a dichotomy.

Group A sees change being brought about primarily by personalities whereas Group B tends to claim that the capabilities of leaders make the difference and Group C points to both of these. But the number of repponses here is small.

6. In question 6 of the section on the social life, an attempt was made to ascertain how students perceived their place and participation in the social group life of the school. The answers are summarized in Table 42.

Table 42

Percentage Tabulation of Responses to Question 6:
Would you say that you are part of the leading crowd at school?

		A	B	C	D
I.	Yes	55.1	8.1	9.8	16.6
II.	No	10.3	21.0	16.3	20.0
III.	Another crowd, but not the leading one	25.8	42.1	49.1	48.3
IV.	No crowd	5.1	21.0	18.0	8.3
V.	Outsider	1.7	4.2	3.2	1.6
VI.	Unanswered, unscorable	- -	3.5	3.2	4.9
VII.	Total Percent	98.0	99.9	99.6	99.7
VIII.	Ns	58	57	61	60

Comment: More than one-half of Group A claim to belong to the leading crowd (I) with another quarter belonging with another crowd (III), but not the leading crowd. Almost half of both Groups B and C claim to be a part of some other crowd, but not a part of the leading crowd. Twenty-percent of the Groups B and C claim that they are in no crowd (IV), approximately another 20 percent give simply a no answer (II). Only a small fraction of Group A has no crowd affiliation.

7. As a follow-up to question 6, this question inquired into requirements for getting into the leading crowd. Results are summarized in Table 43.

Table 43

Percentage Tabulation of Responses to Question 7:
What does it take to get into the leading crowd at school?

		A	B	C	D
I I.	A pleasing personality, being oneself, sense of humor	18.5	13.4	13.5	11.6
II.	Participation in activities willing to work	7.2	4.8	6.2	10.6
III.	Intelligence and/or ability	20.7	7.3	13.5	8.5
IV.	Popularity	8.2	10.9	14.1	17.0
V.	Material possessions, car, money, clothes	8.2	20.7	23.9	14.9
VI.	Going along with the crowd snobbishness, a desire to be in the crowd	6.1	10.9	7.2	7.4
VII.	Having the right friends	8.2	9.7	7.2	8.5
VIII.	Being an individual	1.0	- -	- -	2.1
IX.	Sincerity, honesty, friendliness, respect	11.3	2.4	3.0	3.1
X.	Having a weak moral code: drink smoke	2.0	2.4	311	2.1'
XI.	Don't know, depends on the crowd	2.0	6.1	6.2	7.4
XII.	Unscorable, questionable	0.0	10.9	1.0	6.4
XIII.	Total Percent	99.4	96.5	99.9	99.6
XIV.	Nr	97	82	96	94

Comment: Some interesting trends are perceptable in Table 43. Students in Group A tend to claim that positive virtues such as a pleasing personality (I), intelligence and ability (III), sincerity, honesty, etc. (VI), and having the right friends (VII), as being important ways of getting into the crowd. Group C lists popularity (IV) and material possessions (V) as being important ways of getting into the leading crowd. Leaders tend again toliisg positive virtues, groups B and C list social attributes. Both B and C seem to have fewer perceptions on how to get into the leading crowd. This discrepancy in perceptions among the three groups concerned in what it takes to get into the leading crowd is comparable to the discrepancy among the groups in perceptions as to how one becomes a leader. (Questions22in the section on social life)

It is also interesting to note that being an individual is conspicuously absent as an important avenue to either getting in with the group (VIII) or being a leader (Question 2).

8. Question 8 of the section on social life was asked in an attempt to ascertain group differences in perceptions of boy-girl relationships. The results are summarieed in Table 44.

Table 44
Percentage of Tabulation of Responses to Question 8:
What does it take to rate with the boys?

I.	A	B	C	D
I. A pleasing personality, being oneself, A good sense of humor fun to be with.	25.6	26.3	26.2	29.8
II. Participation in activities mutual interests	4.4	12.1	7.5	10.6
III. Intelligence and/or ability ambition, leadership ability	10.6	3.3	5.0	5.3
IV. Popularity	.8	3.3	3.7	2.1
V. Material possessions, car, money, clothes	.8	1.1	7.5	5.3
VI. Personal possessions:looks, sex, figure, meanners, neatness	19.4	17.5	21.2	17.1
VII. Going along with the crowd,snobbish, be tough, be a big shot	2.6	2.2	1.2	1.0
VIII. Knowing the right friends, being in the right crowd	3.5	1.1	11.2	31.0
IX. Being an individual	3.5	1.1	3.7	1.0
X. Sincerity, honesty, friendliness, good reputation, sense of values, interested	19.4	16.4	8.7	10.6
XI. Having a weak moral code	.8	2.2	2.5	1.0
XII.Other, don't know, depends on .	1.6	1.1	6.2	1.0
XIII. Unscorable, questionable, unanswered	6.1	13.1	4.9	11.6
XIV. Total Percentq	99.1	99.7	99.5	99.6
XXV. N (responses)	113	91	80	94

Comment: About one quarter of all the students in all the groups claim that having a pleasing personality is important (I). They also list personal possessions as being next in importance (VI).

There are some differences in the three groups, however. The leaders to a greater extent than non-leaders and troublesome students point out that intelligence, ability, sincerity (III), and honesty, friendliness (X) are important in rating with the boys. With Group B it would appear that participation in activities (II) is an important way of rating with boys; a larger percentage of them left the question unanswered (XIII). The answer of Group C is scattered with a slight tendency to emphasize material possessions (V), more than the other groups do.

9. Question 9 is a companion to question 8. It was asked asaan attempt to ascertain group differences in perception of what it takes to rate with boys and girls. Results are given to this question in Table 45 below.

Table 45
Percentage Tabulation of Responses to Question 9:
What does it take to rate with the girls?

	A	B	C	D
I. I. A pleasing personality, being oneself	29.6	27.9	23.0	28.2
II. Participation in activities	- -	5.8	2.0	3.4
III. Intelligence and/or ability	12.9	3.4	3.0	4.2
IV. Popularity	.9	3.4	300	6.1
V. Material possessions, car, money, *etc*.	.9	4.6	14.0	11.1
VI. Personal possessions; looks, sex appeal	24.0	23.2	19.0	22.2
VII. Going along with the crowd snobbishness	1.8	1.1	5.0	- -
VIII. Having the right friends, rating with boys, knowing the right boys	.9	2.3	3.0	4.2
IX. Being an individual	.9	1.1	- -	- -
X. Sincerity, honesty, friendliness	20.3	12.8	14.0	14.5
XI. Having a weak moral code	- -	1.1	- -	- -
XII. Other, don't know	.9	2.2	7.0	1.7
XIII. Questionable, unscorable, unanswered.	6.4	10.4	7.0	5.1
XIV. Total Percent	99.5	99.3	100.0	99.3
XV. N	108	86	100	117

Comment: All three groups, A, B, and C listed a pleasing personality (I) having personal possessions, looks, sex appeal (VI) and sincerity and honesty and friendship (X) to a certain extent as being important in rating with girls.

Group A, however, once more listed intelligence and ability (III), sincerity, honesty, and friendliness (X) somewhat higher than the other two groups did. Group B once more listed participation in activities (II) somewhat more frequently than the other groups did; and Group C rated material possessions (V) considerably higher than the other two did.

The answers to the questions on rating with boys and girls, becoming a leader and getting into the leading crowd are rather comparable. The only notable differences in rating with boys (Question 8) from rating with girls (Question 9) is that participating in activities is more important for rating with boys than with girls. Non-leaders rate participation higher in both questions than do other leaders or troublesome students.

10, 11. The question of who would date was considered to be a question that would reveal some of the differences in social values among the three groups. The results of this question are given below in Table 46.

Table 46
Percentage Tabulation of Responses to Questions: 10 and 11:
For Boys:

Suppose you had a chance to go out with a girl who was a cheerleader, or the best student in the class, or the best looking girl in the class, who would you go out with?

For Girls:

Suppose you had the chance to go out with either a star athlete, or a boy who is the best looking in the class or the best student in the class, who would you go out with?

	A	B	C	D
I. Cheerleader, star athlete	24.1	24.5	9.8	23.3
II. Best student	24.1	17.5	4.9	16.6
III. Best looking	12.0	19.2	32.7	25.0
IV. Neither	36.2	31.5	49.1	26.6
V. Other,unanswered,unsocrable	3.4	7.0	3.2	8.3
VI. Total Percent	99.8	99.7	99.7	99.8
VII. Ns	58	57	61	60
VIII. Qualifying comments				
A. Personality	8.3	- -	31.2	28.5
B. Depends on the boy or girl; their personality have to know them	87.5	80.0	37.5	35.7
C. Popularity	4.1	10.0	- -	- -
D. Other	- -	10.0	31.2	35.7
E. Total Percent	99.9	100.0	99.9	99.9
F. Nr	24	20	16	14

Comment: By far the greatest response to the question as seen from Table 46 was to reject it (IV) or to qualify it (X). Both Groups A and B, however, elected to go out with a cheerleader or star athlete (I) much more frequently than did Group C. Group A elected to go with the best student (II) more than either B or C. Group C elected to go with the best looking (III) more frequently than either A or B did. Group A seems to be taken with status and ability. Group B with status, Group C with looks. All three groups, however, generally rejected the question and qualified it by saying it depended on the personality of the boy or girl, their personality.

12. In question 12 of the section on social life a rather superficial aspect of group mores is examined. The results are shown in Table 47.

Table 47

Percentage Tabulation of Responses to Question 12:
Is it okay for boys and girls to walk down the hall with their arms around eachother?

	A	B	C	D
I. Yes	3.4	5.2	21.3	13.3
II. Sometimes	1.7	5.2	4.9	5.0
III. No	94.8	85.9	70.4	81.6
IV. Don't know; unanswered	- -	3.5	3.2	- -
V. Total Percent	99.9	99.8	99.8	99.9
VI. Ns	58	57	61	60

Comment: Group C approved of public display of affection (I) more than did Group A, with Group B falling in between. The biggest reaction was to reject it (III).

13. In question 13a global evaluation of the social life in the school is asked for in an effort to ascertain differential evaluation from the three groups. The results are summarized in Table 48.

Table 48

Percentage Tabulation of Responses to Question 13:
What do you like best about your social life at school and what would you not like to have changed?

	A	B	C	D
I. Athletic events, clubs, dances	30.8	20.0	11.8	21.2
II. A chance to be with friends	27.7	28.4	15.2	30.3
III. Chance to make more friends get better acquainted	18.4	6.6	8.4	4.5
IV. General approval of social life, "nothing" changed	4.1	3.3	15.2	6.0
V. Don't have much social life	1.5	11.6	8.4	6.0
VI. General disapproval	- -	- -	3.4	1.5
VII. Other:the lunch hour, chance to be by oneself	3.0	8.3	11.8	7.0
VIII. Unscorable, questionable, unanswered	13.7	31.6	25.3	22.1
IX. Total Percent	99.2	99.8	99.5	98.6
X. Nr	65	60	59	66

Comment: Group A emphasized athletic events (I) and a chance to be with friends (II). Group B considered a chance to be with friends (II) quite important but they also left the question unanswered (IX) to a larger extent than did either A or C. The answers of Group C are scattered with a larger percentage in the general approval category; perhaps indicating that they have not thought about this problemaas much as have the other two groups.

14. Question 14 was asked to determine what dissatisfactions the students had with the social life of the school. It was guessed that the leaders would be least critical but the direction of their criticism was indeterminate. The results are given below in Table 49.

Table 49
Percentage Tabulation of Response to Question 14:
If you had the power to do so, what would you change about your social life at school?

	A	B	C	D
I. Institutional				
A. More clubs, dances, parties, more time to participate	21.0	8.6	11.1	10.0
B. More facilities; swimming pool, teen center snack bar	4.8	1.7	- -	- -
C. Improve school spirit	6.4	- -	- -	- -
D. Change study halls	3.2	- -	- -	- -
E. Other	1.6	5.1	1.5	- -
II. Social				
A. Breakdown the cliques	8.0	8.6	6.3	6.6
B. Have more friends, dates, chance to meet more people	17.7	12.0	14.3	16.6
C. Encourage all students to participate socially	1.6	3.4	- -	6.6
D. Get into a clique	- -	1.7	1.5	- -
E. Other	1.6	- -	3.1	- -
III. Nothing	19.3	20.7	36.5	26.6
IV. Can't get anything changed anyway	- -	1.7	- -	- -
V. Other,unscorable,questionable	12.9	27.0	14.3	20.0
VI. Total Percent	99.7	100.0	99.6	99.7
VII. Nr	62	58	63	60

Comment: The most popular answer was a chance to have more friends and dates and to meet more people (IIB) or a general increase in social contacts. The second most popular answer was that they preferred nothing to be changed (III.) Surprisingly, Group C scored much higher in this category than did the other groups. Group A was most vocal specific, and differentiated in the things they wanted changed. Group A also wanted more clubs and dances and wanted to improve the school spirit to a greater extent than did the other two groups.

15. In question 15, the effort was made to ascertain the perception students have of the conflict between adolescents and adults. It was thought that leaders would be least critical and most perceptive of difficulties. Results are given in Table 50.

Table 50

Percentage Tabulation of Response to Question 15:
Do you think there is a conflict between adults and teenagers? Is it increasing or decreasing? What things, if any, cause this conflict?

	A	B	C	D
I. A. Yes	79.3	82.4	88.5	8116
B. Sometimes	3.4	1.7	3.2	3.3
C. No	15.5	12.2	6.5	11.6
D. Unanswered	1.7	3.5	1.6	3.3
E. Total Percent	99.9	99.8	99.8	99.8
F. Ns	58	57	61	60
II. A. Increasing	36.2	50.8	65.5	40.0
B. Remains the same	13.7	5.2	6.5	6.6
C. Decreasing	29.3	19.2	18.0	38.3
D. Don't know	8.6	7.0	- -	1.6
E. Unanswered	12.0	17.6	9.8	13.3
F. Total Percent	99.8	99.7	99.8	99.8
G. Ns	58	57	61	60
III. Causes				
A. Adults				
1. Use age and position to force ideas on kids, "know better"	5.4	5.1	- -	3.1
2. Don't understand teenagers and/or don't try	6.7	10.3	15.1	8.5
3. Don't treat teenagers as mature individuals, won't allow to grow-up	6.7	1.7	6.0	1.5
4. Forget that this is another generation, "times have changed"	8.1	6.8	12.1	7.9
5. Other (adults don't discipline enough)	2.7	3.4	3.0	311
B. Teenagers				
1. Don't trust adults advice, know it all, lack respect	13.5	5.1	10.6	3.1
2. Act impulsively	1.3	1.7	3.0	311
3. Teenagers want more freedom and independence	12.1	3.4	3.0	- -
4. Peer group friends, money car, hours, etc.	- -	6.8	6.0	4.7
5. Other: world owes me a living	4.0	1.7	- -	4.7
C. Neither teens or adults understand eachother; age and interest differences	14.8	25.8	16.6	19.0
D. Cultural changes	12.1	8.6	4.5	11.1
E. Other: not enough time at home	6.7	3.4	4.5	9.5
IV. Unanswered, unscorable, questionable	5.1	13.7	15.5	20.6
V. Total Percent	99.2	97.4	99.9	99.9

Comments: All of the groups answered yes to the question of the existence of conflict between adults and teenagers (IA). Group C perceived some more of this conflict than did the other two groups with Group A being the least aware of conflict. Group C also saw to a much higher degree than Group A and to a somewhat higher degree than Group B that the conflict was increasing (IIA). Group A to a somewhat higher degree than the other two groups saw a decrease in the conflict (IIC).

Group C mentioned more often than the other two groups that the cause of the conflict arose out of the adult's failure to try to understand teenagers (IIIA,2) and that adults seem to have forgotten that this is another generation and time (III,A,4.)

The leader group gave the reasons for the conflict being that teenagers want more freedom than adults are willing to give them (IIIB3), and both Groups A and C criticize teenagers because they didn't trust adult's advice (IIIB.1) whereas this reason was not apparent to Group B.

Group B claimed that neither adults nor parents understand eachother (IIIC) to a higher degree than did either Group A or C. Group A claims that cultural changes have brought about the misunderstandings (IIID) and this is a rather abstract concept.

16. The relationship between the three groups and the adult world was further explored in question 16 of the section on social life with a question about the appealing aspects of adult life. The answers are summarized in Table 51.

Table 51

Percentage Tabulation of Responses to Question 16:
What can adults do that appeals to you, that is, what you would like to be able to do?

	A	B	C	D
I. Independence: make own decisions, no hours, no moral restrictions, etc.	28.3	19.3	17.2	21.6
II. Recreation,travel,etc.	1.6	3.5	7.8	8.3
III. Have material possessions, rights connecyed with age;vote,marry have money	20.0	19.3	18.7	8.3
IV. Self-improvement and maturity knowledge,understanding	11.6	10.5	7.8	13.3
V. Pursue chosen vocation	1.6	3.5	1.5	1.6
VI. Other:enjoy life	3.3	5.2	3.1	- -
VII. Don't know	1.6	1.7	6.2	1.6
VIII. Satisfied	16.6	7.0	15.6	10.0
IX. Unscorable	5.0	3.5	9.3	10.0
X. Unanswered	10.0	26.3	12.5	25.0
XI. Total Percent	99.6	99.8	99.7	99.7
XII. Nr	60	57	64	60

Comment: The most popular answers for all three groups were having independence (I), and having material possessions and rights connected with age (III). Group C to a somewhat greater extent than either Groups B or A responded that recreation and travel (II) was an appealing aspect of adulthood. Group B left the question unanswered (X) to a greater extent than did either Groups A or C; whereas Groups A and C indicated more satisfaction with their status (VIII) than did Group B.

17. The question of conformity is one that concerns many educators. The question of the value of being different was asked of the students in order to ascertain whether there was any difference among the groups with respect to this question. The summary is given in Table 52.

Table 52
Percentage Tabulation of Responses to Question 17:
Is it good to be different and outstanding?

	A	B	C	D
I. Yes	46.5	31.5	31.1	26.6
II. Not too different, but not a conformist	27.5	17.5	8.1	10.0
III. Sometimes; depends on. . .	5.1	5.2	13.1	6.6
IV. Not usually, not too different	- -	- -	1.6	1.6
V. No	8.6	17.5	3.2	13.3
VI. Different but not outstanding	- -	- -	4.9	1.6
VII. Outstanding but not different	6.8	- -	- -	1.6
VIII. Don't know, unscorable, unanswered	5.1	28.0	37.7	38.3
IX. Total Percent	99.6	99.7	99.7	99.6
X. Ns	58	57	61	60

Comment: Leaders say yes (I) to this question to a considerably greater extent than do either non-leaders or the troublesome students. That is, leaders tend to resist conformity more than the other groups. Group B students say "no" (V) to this question to a much greater extent than either Group A or C. Group C is undecided (VIII) as are Group B students to a greater extent than Group A.

18. Self perception is thought to be a highly important determinant of behavior. The self picture of the three groups are compared in Table 53.

Table 53
Percentage of Tabulation of Responses to Question 18:
What kind of a person are you at school?

	A	B	C	D
I. Athletic	15.3	9.2	7.4	13.8
II. "Brain"	17.6	3.0	5.9	2.7
III. Popular	25.8	3.0	5.9	8.3
IV. Average student	24.6	76.9	70.1	64.0
V. Above average, "good student" well-rounded student.	10.5	4.6	2.9	2.7

Table 53 - Continued

	A	B	C	D
VI. Other: serious, bookworm, friendly, individualistic, poor student	1.1	3.0	7.4	1.3
VII. Unscorable, unanswered	4.7	- -	- -	6.8
VIII. Total Percent	99.5	99.7	99.6	99.6
IX. Nr	85	65	67	82

Comment: As seen from Table 53 leaders responded to the categories of "athletic," (I) "brain," (II), and "popular" (III) to a much greater extent than did either B or C. They also listed "above average, well-rounded student," (V) to a greater extent than did either groups B or C. Groups B and C listed being an average student (IV) to a greater extent than did Group A. It would appear that Group A has a much more highly differentiated, complex and organized perception of their social role in school than do either Group B or C.

19. The question deals with moralsvalues as well as with the social relationships of the students. A problem situation was presented to the students and their reactions were tabulated and summarized in Table 54.

Table 54

Percentage Tabulation of Responses to Question 19:

If you saw a friend of yours frequently cheating on a test and on homework, would you say anything?

	A	B	C	D
I. To the teacher?				
A. Yes	1.7	- -	1.6	5.2
B. Maybe	- -	5.4	- -	3.5
C. No	91.3	90.8	91.7	80.7
D. What? Tell the teacher cheating was occuring	1.7	- -	1.7	3.5
E. Unanswered	6.9	3.6	6.6	10.5
F. Total Percent (not including D)	99.9	99.8	99.9	99.9
II. To your friend?				
A. Yes	69.0	56.4	38.3	47.4
B. Maybe	1.7	- -	- -	3.5
C. No	29.3	43.6	61.7	45.7
D. What? stop it. Cheating not profitable or worthwhile. Help them study	50.0	34.5	18.3	38.6
E. Unanswered	- -	- -	- -	3.4
F. Total Percent (not including D)	99.0	100.0	100.0	100.0
III. To others?				
A. Yes	12.0	5.4	3.3	5.2
B. Maybe	5.1	1.8	- -	- -
C. No	70.7	89.1	88.4	86.0
D. What? Talkabout it with parents, gossip	10.3	- -	- -	3.5
E. Unanswered	12.0	3.6	8.3	8.7
F. Total Percent (not including D)	99.8	99.9	100.0	99.9
IV. Nr	58	55	60	57

Comments: The students were practically unanimous as seen from Table 54 in responding that they would not tell the teacher (IC) although about five percent of B students said they might do so.

Group A students to a much greater extent than Groups B or C said that they would talk to the friend whom they saw cheating;(IIA) Group C students said they would not even do that (IIC).

A large proportion of the students also said they would not talk to anyone else about this (IIIC) although the leaders, somewhat more than the other two said that they would talk about it to others (IIIA).

20. This question follows the train of reasoning of Question 19, to theeeffect that religion is a sensitive subject and might be considered a barometer of the students' ability to assert himself. The results are given in Table 55.

Table 55
Percentage Tabulation of Responses to Question 20:
Do you feel you can talk to other students about what you believe religiously?

	A	B	C	D
I. Yes	46.5q	40.3	45.9	40.0
II. Sometimes, some people	22.4	8.7	13.0	18.0
III. Just to close friends	10.3	7.0	6.5	10.0
IV. No	17.2	33.3	34.4	28.3
V. Unanswered	3.4	8.7	- -	1.6
VI. Total Percent	99.8	98.0	99.8	98.2
VII. Ns	58	57	61	60
VIII. Explain				
A. Strengthening faith, clarifies beliefs helps understand others	59.3	42.1	57.1	50.0
B. It's not good because too many opinions cause confusion	9.3	10.5	7.1	13.6
C. Not many people talk about religion	15.6	15.7	14.2	4.5
D. Mockery, laughed at, a fanatic	15.6	15.7	7.1	13.6
E. Other	- -	15.7	14.2	18.1
F. Total Percent	99.8	99.7	99.7	99.8
G. Nr	32	19	14	22

Comments: The major answer to this question was as was seen from the above table "yes" (K); about 40 to 45 percent answered it in that way. The leaders expressed more qualified willingness to talk about such matters than did non-leaders and troublesome students.

21. The question was designed to get at what the three groups would perceive others to think of them on a personal issue such as religion. The results are given in Table 56.

Table 56

Percentage Tabulation of Responses to Question 21: What would others think of you if you had told them what you believe?

		A	B	C	D
I.	Listen and discuss, respect you; most believe like I do	29.3	28.0	26.2	21.6
II.	Some would listen and respect others not;depends on who it is	24.1	12.2	14.7	11.6
III.	Wouldn't care or pay attention wouldn't understand;be shocked	107	- -	3.2	6.6
IV.	Laugh, fanatic, no respect, old fashioned	10.3	21.0	18.0	20.0
V.	Don't know	17.2	8.7	21.3	23.3
VI.	Unanswered	5.1	15.7	1.6	10.0
VII.	Unscorable, other	6.8	7.0	1.6	- -
VIII.	Don't care what others think	5.1	7.0	13.1	6.6
IX.	Total Percent	99.6	99.6	99.7	99.7
X.	Ns	58	57	61	60

Comment: The largest category of answers was that others would listen and respect you (I). Group A went on to qualify this that some (II) would listen and respect you. Group B went on to say that others would be likely to laugh at you or call you a fanatic (III). Group C expected the same thing as Group B, in addition they largely did not know (V) what would happen.

22. The question here was designed to get at the kinds of roles that are outstanding in the eyes of the students. The results are given in Table 57.

Table 57

Percentage Tabulation of Responses to Question 22: If you could be remembered at school for one of the things below, which would you want to be?

		A	B	C	D
I.	Brilliant scholar	41.0	28.8	14.0	20.3
II.	Athletic star,activity leader	25.8	22.0	32.4	36.2
III.	Most popular	11.4	20.4	23.8	20.3
IV.	Other	3.3	1.7	1.4	1.4
V.	All around kid, average student, good guy, nice	11.4	22.0	15.5	13.0
VI.	Individualistic, unusual being myself	1.6	1.7	5.6	5.8
VII.	Unscorable, unanswered	3.3	3.4	7.0	2.9
VIII.	Total Percent	97.8	100.0	99.7	99.9
IX.	Nr	61	59	71	69

Comment: Group A selected "brilliant scholar" (I) and "athletic star" or "activity leader"(II) in that order as being that for which they would like to be remembered. Group B to a lesser extent also selected these categories but they emphasized being most popular (III) and an all-around average kid (V) as well. Group C responded most frequently to being an athletic star (II), being most popular (III) and to some extent being an average all-around kid (V). Again, being individualistic (VI) is the least frequently mentioned of all categories.

23. Question 23 was not tabulated because the results were so scattered.

24. The question touched on the values of students with respect to various groups and various activities. The results are given below in Table 58.

Table 58

Percentage Tabulation of Responses to Question 24:
Different things to strive for; different people strive for different things, Here are some things that you probably have thought about. Just how important is each of these to you?

	A	B	C	D
I. Pleasing my parents				
A. (1) most	27.5	38.5	57.3	46.6
B. (2)	32.7	38.5	32.7	31.6
C. (3)	27.5	15.7	4.9	11.6
D. (4) Least	8.6	3.5	3.2	5.0
E. (Unanswered	1.7	1.7	1.6	1.6
F. Total Percent	98.0	97.9	99.7	96.4
G. Nr	57	56	61	58
II. Learning as much as possible in school				
A. (1) Most	29.3	21.0	16.3	13.3
B. (2)	18.9	22.8	26.2	16.6
C. (3)	29.3	33.3	27.8	41.6
D. (4) Least	18.9	21.0	27.8	23.3
E. Unanswered	1.7	- -	1.6	1.6
F. Total Percent	98.1	98.1	99.7	96.4
G. Nr	57	56	61	58
III. Living up to religious beliefs				
A. (1) Most	29.3	42.1	29.5	30.0
B. (2)	20.6	21.0	19.6	28.3
C. (3)	20.6	16.7	22.9	15.0
D. (4) Least	25.8	19.2	26.2	21.6
E)Unanswered	1.7	- -	1.6	1.6
F. Total Percent	98.0	99.0	99.8	96.5
G. Nr	57	56	61	58

Table 58 - Continued

	A	B	C	D
IV. Being accepted and liked by other students				
A. (1) Most	20.6	19.2	24.5	33.3
B. (2)	24.1	22.8	24.5	23.3
C. (3)	13.7	24.5	27.8	15.0
D. (4)Least	37.9	31.5	21.3	24.3
E. Unanswered, don't know	3.4	1.7	1.6	3.9
F. Total Percent	99.7	99.7	99.7	98.8
G. Nr	57	56	61	58

Comment: Group C rated "pleasing my parents" as being higher in importance than did Group A. Group B fell in between. "Learning as much as possible in school," (II) was rated higher by Group A than by C. Group B fell in between. "Living up to my religious beliefs," (III) was rated much the same by all three groups with B rating it the highest. "Being accepted and liked by others," (IV) was rated with the lowest by Group A. Group B rated it the next lowest, and Group C rated the value somewhat higher than either of the other groups.

25. The question 25 was asked in an effort to ascertain what the response of the three groups was to adult pressure. Results are given in Table 59.

Table 59
Percentage Tabulation of Responses to Question 25:
Let's say that you had always wanted to belong to a particular club in school and then you were finally asked to join. But then you found out that your parents didn't approve of the group. Do you think you would?

	A	B	C	D
I. Definitely join anyway	- -	- -	14.7	5.0
II. Probably join	15.5	17.5	29.5	25.0
III. Probably not join	65.4	54.3	37.7	46.6
IV. Definitely not join	13.7	28.0	9.8	20.0
V. Don't know,unanswered,unscorable	5.1	- -	8.1	3.3
VI. Total Percent	99.7	99.8	99.8	99.9
VII. Ns	58	57	61	60

Comment: The major answer to this question was that they probably would not join the club (III). Group A responded almost twice as frequently in this category, however, as did Group C. Group C indicated more than either Group A or B that they would definitely join anyway (I) and Group B more than either of the other groups indicated that they would definitely not join (IV).

26. Another question of response to social pressure was asked. The results are given below in Table 60.

Table 60

Percentage Tabulation of Responses to Question 26:
Haveyou ever done something you would rather not do just because the rest of the crowd wanted to?

	A	B	C	D
I. Yes	56.8	50.8	59.0	56.6
II. No	26.5	43.8	31.1	30.0
III. Explain: Yes, if it wasn't something wrong	13.7	1.7	8.1	5.0
IV. Unanswered	1.7	3.5	1.6	8.3
V. Ns	58	57	61	60

Comment: All three groups answered this question "yes" (I), more than half of the time. Group B much more frequently than Groups A or C said no (II) they had never done this. Group A gave a qualified answer (III) more frequently than either of the other two groups saying yes, if there wasn't something wrong with the thing.

27. A question dealing with another sensitive social and moral issue, drinking. The answers are summarized below in Table 61.

Table 61

Percentage Tabulation of Responses to Question 27:
What do you think about high school students drinking?

	A	B	C	D
I. It's okay	- -	- -	14.7	6.6
II. Occasionally, it's all right if they don't get drunk. At home under supervision	15.5	7.0	18.0	8.3
III. It's up to each individual	18.9	10.5	24.5	6.6
IV. Don't like it; its stupid, immature, unnecessary, against the law	25.8	24.5	22.9	33.3
V. Definitely against drinking, it's wrong	36.2	54.3	18.0	38.3
VI. Unanswered, unscorable	3.4	3.5	1.6	6.6
VII. Total Percent	99.8	99.8	99.7	99.7
VIII. Ns	58	57	61	60

Comment: There is a rather wide diversity of opinion on this question. The most frequent answer for Group A and B was that they were definitely opposed to it. (V). The answer that was most characteristic of all of the groups was that they don't like it and that it's stupid and immature and against the law (IV.) Group C more than any average group said that it is up to each of the individuals (III) and Group C much more frequently than the other two groups said that it's okay(I). Group B more than the other two groups, was low on saying that it's all right occasionally under supervision (II) and was most strongly against it. (V).

In summary, Group B is most adamantly opposed, Group C most lenient, with Group A falling between the two extremes.

28. Another controversial issue is not-rodding. The following table summarizes the results of the question asked about it.

Table 62
Percentage Tabulation of Responses to Question 28:
What do you think about high school students' hot-rodding?

	A	B	C	D
I. Okay	- -	3.5	31.1	16.6
II. It's all right in its place Up to the individual to decide	32.7	59.6	37.7	28.3
III. Against it; it's stupid, it's dangerous, immature	60.3	29.8	29.5	46.6
IV. Unanswered, unscorable	6.8	7.0	1.6	8.3
V. Total Percent	99.8	99.9	99.9	99.8
VI. Ns	58	57	61	60

Comment: There was some diversity of opinion on this question, too. Group C more than the other two groups said that it is okay. Group A was most unanimously against it. Group B fell in between (I). It is interesting to note, however, that a substantial number of both Groups B and C also frowned on hot-rodding. Group A was most definitely against it. (III).

29. What a student talks about may be considered an indication of what is of value to him. Students were asked to indicate what they talked about within and outside school. The results are summarised in the next two tables, 63 and 64.

Table 63
Percentage Tabulation of Responses to Question 29(a):
What do most kids talk about in school?

	A	B	C	D
I. People; girls, boys, sex, parents.	24.8	38.2	34.0	38.8
II. Events: sports, dates, parties church and school activities	25.6	21.3	28.0	17.2
III. School: teachers, assignments	28.9	21.3	13.0	27.9
IV. Problems: personal, general: fut future, beliefs, ideas	8.2	1.1	4.0	3.2
V. Possessions: clothes, cars, etc.	4.1	7.8	13.0	6.4
VI. Gossip	4.1	1.1	- -	2.1
VII. Other (everything)	2.4	4.5	3.0	3.2
VIII. Unscorable	- -	- -	2.0	- -
IX. Unanswered	1.6	4.5	3.0	1.0
X. Total Percent	99.7	99.8	100.0	99.8
XI. Nr	121	89	100	93

Comment: Group B to a greater extent that the other two groups talked about people, sex, and parents (I). This was also a fairly characteristic response of Group C as well. Group A more than the other two groups talked about teachers and assignments (III). Group B was the next highest in that category. Group C, more than the other two groups, talked about possessions, clothes, cars, etc. (V).

The most common response category after people (I) was the category having to do with events such as dates, parties and so forth (II) with all these groups responding equally frequently.

Table 64
Percentage of Tabulation Responses to Question 29 (b):
What do most kids talk about out of school?

	A	B	C	D
I. People;Girls, boys, parents, etc.	30.4	33.3	31.0	39.5
II. Events: sports, dates, parties, jobs	25.0	26.6	28.0	19.7
III. School: teachers assignments	17.1	8.9	9.7	8.8
IV. Problems: personal and general	8.6	5.5	3.9	3.3
V. Possessions: clothes, cars, etc.	6.2	10.0	12.6	6.6
VI. Gossip	5.4	1.1	- -	5.5
VIII Other, unscorable	4.6	7.7	9.7	7.7
VIII. Unanswered	2.3	6.6	4.8	7.7
IX. Total Percent	99.6	98.7	99.7	98.8
X. Nr	128	90	103	91

Comment: Again, the most common category was people (I). There is a greater similarity in their answers to this category than there was in 28a. Events such as sports, dates, (II) are about the same for each group and there is a considerable decrease in talk about school matters (III) but again, Group A talks about them more than the other two groups. There is a slight increase in the tendency to talk about possessions, and cars (V) out of school than in school.

C. Administration

The third section of the questionnaire deals with the students' perception of the school administration. The results are discussed below.

1. In the first question in the section dealing with administration the attempt was made to ascertain the differences in perception among the three groups with regard to school rules. The results are given in Table 65

Table 65
Percentage Tabulation of Responses to Question 1:
Are school rules fair when it comes to absences, clubs, athletics, noon hour, cars, trips, dances, etc.?

	A	B	C	D
I. Yes	63.7	73.6	50.8	58.3
II. Most of the time	25.8	12.2	6.5	8.3
III. Some of them	1.7	7.0	3.2	8.3
IV. No	5.1	7.0	37.7	23.3
V. Unanswered	3.4	- -	1.6	1.6
VI. Total Percent	99.7	99.8	99.8	99.8
VII. Ns	58	57	61	60

Comment: In answering this question as shown in Table 64, Group B was the least critical of the three groups (I). Group A was somewhat more cautious in its approval of the school rules (II), and Group C was the most critical (V).

2. In the second question in the section on administration, a follow-up was made on the first question to determine if there was any difference in the kind of rules that the three different groups would like to have changed. The results are summarized in Table 66.

Table 66
Percentage Tabulation of Responses to Question 2:
Are there any rules in school that you think should be changed?

	A	B	C	D
I. Yes	41.3	52.6	60.6	38.3
II. No	44.8	38.5	32.7	43.2
III. Unanswered	13.7	8.7	6.5	18.3
IV. Total Percent	99.8	99.8	99.8	99.8
V. N(subjects)	58	57	61	60
VI. What?				
A. Study Hall	14.2	12.1	7.8	- -
B. Rules on suspension, tardiness, skipping	42.8	18.1	28.4	52.6
C. Other	35.7	57.5	36.3	10.5
D. Less restriction on smoking	7.1	9.0	1.6	26.3
E. Trips: more than 1/2 credit for makeup work when you take a trip	7.1	9.0	25.8	10.5
VII. Total Percent	99.8	99.7	99.9	99.9
VIII. Nr	28	33	38	19

Comment: Group A was the least critical (I) in answering this question and Group C was most unanimous in saying yes (I).

When it came to specifying what should be changed, Group A was interested in having changes made in rather minor rules having to do with tardiness and skipping (VI,B). Group B was also somewhat interested in such changes. Group B did not specify clearly what changes they wanted. Group C was interested in getting more credit for makeup work to be obtained through travel (VI,E). It would appear that Group C wanted to have more learning experiences outside of school, and Group A was somewhat more interested in having better learning experiences within school.

3. This question is a follow-up of the previous two questions. The results are given in Table 685below.

Table 67
Percentage Tabulation of Responses to Question 3:
Is it easy to get a rule changed?

	A	B	C	D
I. Yes	- -	1.7	- -	1.6
II. Some, depends on the rule	6.8	8.7	4.9	10.0
III. No	67.2	71.9	83.6	65.0
IV. Never tried	12.4	5.2	- -	- -
V. Don't know	6.8	7.0	9.8	16.6
VI. Unanswered and unscorable	6.8	5.2	1.7	6.6
VII. Total Percent	100.0	99.7	100.0	99.8
VIII. Nsubjects	58	57	61	60

Comment: All three groups agreed that it is not easy to get a rule changed (III) although Group C is the most pronounced in this opinion. A rather ambiguous and fairly large category of answers of Group A was that they never tried (IV). This answer is hard to interpret, and was not given at all for Group C and hardly by Group B.

4. In this fourth question in the section on administration the differences in the perceptions of the three groups with respect to their ability to change rules was studied. It was supposed that the leaders would have more resources for changing rules. The results are given in Table 68.

Table 68
Percentage Tabulations of Responses to Question 4:
To whom do you go and how do you go about getting a rule changed at school?

I. To whom do you go?	A	B	C	D
A. Teachers, counselors, faculty	14.9	6.3	5.2	13.2
B. Student government	31.9	27.9	15.8	38.5
C. Principal,administration, officw	28.7	21.5	28.9	19.2
D. Superintendant of schools board	4.2	5.0	5.2	- -
E. Suggestion box, student petition, etc.	1.0	8.8	5.2	2.4
F. Not sure, but . .(suggestion)	442	7.6	6.5	8.4
G. You don't get them changed	- -	1.2	7.9	2.4
H. Don't know	4.1	13.8	19.7	9.6
II. Unanswered, unscorable	5.2	7.6	5.2	6.0
III. Total Percent	99.6	99.7	99.9	99.7
IV. Nr	94	79	76	83

Comment: The student council (IB) and the principal (IC) are the major places for getting a rules changed. Apparently, each group perceives itself as having about equal access to the principal (IC). The students in Groups A and B, however, apparently have more access to the student government (IB) than do the students in Group C. Group A is also somewhat more inclined to go to the teachers and counselors (IA) than are either Groups B or C. It also appears that Groups B and C are the most skeptical (IG) and least knowledgable about the process of getting a ruleschanged. (IH).

5. In this question the administration of the high school was interested in finding more areas in which students could exercise choice and decisions. The question was asked wherein the students could indicate the importance of making choices in three areas of school life: academic extra-curricular activities and in work outside school. The answers are summarized in Table 69.

Table 69

Percentage Tabulation of Responses to Question 5:
How important is it for high school students to make their own decisions in the following?

Academic	A	B	C	D
I. Academic matters				
A. Very important	84.4	84.2	59.0	66.6
B. Somewhat	12.0	10.5	29.5	28.3
C. Not important	- -	3.5	4.9	- -
D. Unanswered	3.4	1.7	6.5	5.0
E. Total Percent	99.8	98.1	99.9	99.9
F. N subjects	58	57	61	60
II. Extra-curricular activities				
A. Very important	79.3	54.3	44.2	50.0
B. Somewhat	17.2	38.5	42.6	3550
C. Not important	- -	7.0	9.8	10.0
D. Unanswered	3.4	- -	3.3	5.0
E. Total Percent	99.9	99.8	99.9	100.0
F. N subjects	58	57	61	60
III. Work				
A. Very important	74.1	71.9	80.3	68.3
B. Somewhat	20.6	26.3	13.1	25.0
C. Not important	1.7	1.7	3.2	1.6
D. Unanswered	3.4	- -	3.2	5.0
E. Total Percent	99.8	99.9	99.8	99.9
F. N subjects	58	57	61	60

Comments: Groups A and B considered it more important to make their own decision in academic matters (I) than did Group C. In extra-curricular activities the leaders again stated that it was more important to make their own decision (II) than did Group B or C. In the matter of outside work, Group C considers it more important to make their own decisions (III) than Group A or B who are somewhat less insistant than Group C in this matter.

6. In this question of the section on administration the attempt was made to discover to how many of the students have talked to their counselor and if there is any difference among the three groups being studied. The results are summarized in Table 70.

Table 70
Percentage Tabulation of Responses to Question 6:
Have you every gone to a counselor?

	A	B	C	D
I. Yes	87.9	80.7	88.5	83.3
II. No.	10.3	19.2	9.8	13.3
III. Unanswered	1.7	- -	1.6	3.3
IV. Total Percent	99.9	99.9	99.9	99,9
V. Ns	58	59	61	60
VI. Why or why not?				
A. College and/or future plans test results	28.5	16.6	11.3	41.5
B. Choosing subjects in high school or general high school program	36.5	41.6	26.4	24.5
C. No specific problem, talk over problems, I needed advice.	11.1	15.0	13.2	7.5
D. Disciplinary reasons, marks, etc.	1.5	3.3	30.1	5.6
E. Never needed to, called in to talk	19.1	21.6	5.6	16.9
F. Other	3.1	1.6	13.2	3.7
G. Total Percent	99.8	99.7	99.8	99.7
H. Nr	63	60	53	53

Comment: As seen from Table 70, all three groups of students indicate to a large proportion that they have gone to a counselor (I). Almost 9 out of 10 students have gone to see a counselor.

The reasons for going to see a counselor are to discuss the choice of school subjects (VIB) college and future plans (VIA) on the part of leaders; for non-leaders, choosing subjects in highschool was also a major category (VIB). For troublesome students, disciplinary reasons was the most frequently mentioned category of answer (VIB). Both Groups A and B indicated that to a larger extent than Group C that they never needed to go to see the counselor (VIE).

7. This question was a follow-up on the previous question. It was asked in an effort to discover the accessibility of the counselors to the three groups of students. The results are given in Table 71 below:

Table 71

Percentage Tabulation of Responses to question 71:
Have you been able to see a counselor when you felt you needed to?

	A	B	C	D
I. Yes or No				
A. Yes	43.1	66.7	72.1	51.7
B. Qualified - yes - no	11.9	1.7	1.6	3.3
C. No	12.0	7.0	14.7	21.7
D. I never needed to	29.4	15.7	8.1	15.0
E. Unanswered q	3.4	8.7	3.2	6.6
F. Total Percent	99.8	99.8	99.7	99.9
G. Ns	58	57	61	60
II. Explain:				
A. Heavy student-counselor schedules. We never have time to get to the office	28.5	- -	- -	11.1
B. Counselors too busy	42.8	- -	75.0	55.5
C. Counselors remote, not helpful don't seem too interested	14.2	50.0	- -	11.1
D. Other	14.2	50.0	25.0	22.2
E. Total Percent	99.7	100.0	100.0	99.9
F. Nr	7	2	4	9

Comment: As seen from Table 71 Group C and B to a much greater extent than Group A indicated that counselors are available to them (IA). Group A indicated to a larger extent than either of the other two groups that they never needed to go to a counselor (IF), therefore, this question hardly applies to Group A.

Of the few reasons given for not going to see a counselor, the largest category is that counselors are too busy (IIA).

8. This question was asked so that the high-school administration could ascertain the extent of satisfaction with the school schedule. The results are given in Table 72.

Table 72

Percentage Tabulation of Responses to Question 8:
What do you think of the school schedule?

+

	A	B	C	D
I. Satisfied-Unsatisfied				
A. Satisfied	32.7	61.4	54.0	40.0
B. Okay, except (one item)	22.4	17.5	8.1	8.3
C. So-so: could be better	17.2	10.5	4.9	16.6
D. Unsatisfied	24.1	7.0	24.5	28.3
E. Unanswered	3.4	3.5	8.1	6.6
F. Total Percent	99.6	99.9	99.6	9 99.8
G. Ns	58	57	61	60

Table 72 - Continued

II. What's wrong?	A	B	C	D
A. Study Hall	32.1	22.2	14.2	17.6
B. Other	76.8	77.7	85.7	82.4
C. Total Percent	99.9	99.9	99.9	100.0
D. Nr	28	9	7	17

Comment: As seen from Table 72 Group B indicates the greatest amount of satisfaction with the school schedule (IA). This answer correspondes with other indications of acquiesence of Group B. Both Group A and Group C indicate more dissatisfaction with the schedule (ID(than does Group B. Group A is somewhat more cautious than the (IB,E) others in expressing the satisfaction with it. The study hall (IIA) is the most frequently mentioned by the leaders than the other two groups, and about half of Group A had a response to what's wrong with the school schedule (IID); a much smaller fraction of Groups B and C did.

9. The question 9 was omitted because of irrelevance of results.

10. The question 10 was asked in order to find out differences among the groups of students with respect to their ability to get information about the school situation. This question is a companion one to question 3oof this section on administration. The results are given in Table 73 below.

Table 73
Percentage Tabulation of Responses to Question 10:
How well are you informed about what is going on in school?

	A	B	C	D
I. Very well, better than most	25.8	10.5	8.1	36.6
II. As well as most, good, usually know what's going on	24.1	29.8	22.9	25.0
III. Fairly well, pretty well	32.7	29.8	37.7	25.0
IV. Not too well, not at all	8.6	15.7	24.5	8.3
V. Unanswered, unscorable	8.5	13.9	6.5	5.0
VI. Total Percent	99.9	99.7	99.7	99.9
VII. Ns	58	57	61	60

Comment: As seen in Table 73 leaders feel much better informed than do either non-leaders or troublesome students (I). Group C students feel that they are either not very well informed or not informed at all. (III,IV).

11. In the eleventh question of the section on administration the attempt was made to get at the relationship of these groups to the adult decision making world of the schools. The results are given in Table 74 below:

Table 74

Percentage Tabulation of Responses to Question 11:
Do school officials ever ask you for your opinion in deciding things at school?

I. Yes-No	A	B	C	D
A. Yes	46.5	36.8	24.5	46.5
B. No	50.0	61.4	72.9	50.0
C. Unanswered	3.4	1.7	3.2	3.4
D. Total Percent	99.9	99.9	99.8	99.9
E. Ns	58	57	61	60
II. Should they?				
A. Yes	77.5	64.9	61.2	69.5
B. Sometimes	17.2	10.5	14.7	6.6
C. No	- -	8.7	11.4	10.2
D. Don't know, don't care	1.7	- -	3.2	- -
E. Unanswered, unscorable	3.4	15.7	8.1	11.6
F. Total Percent	99.8	99.8	98.6	98.9
G. Ns	58	57	61	60

Comment: Group A answers "yes" (I) more often than do either Group B or Group C. Furthermore, Group A feels that it should be consulted (IIA) more than do either Groups B or C.

12. The question 12 of the administrative section was asked in an attempt to discover the differences in perception of the three groups with respect to the participation of the faculty and administration in student-centered school activities. In other words, how much interest do adults show in the life of the students? Results are given in Table 75 below:

Table 75

Percentage Tabulation of Responses to Question 12:
Do your principal and teachers attend school activities?

I. Principal	A	B	C	D
A. Yes	81.0	80.7	70.4	71.6
B. Sometimes	5.1	3.5	- -	8.3
C. No	5.1	5.2	11.4	10.0
D. Unanswered	5.1	1.7	4.9	5.0
E. Don't know	3.4	8.8	13.1	5.0
F. Total Percent	99.7	99.9	99.3	99.9
G. Ns	58	57	61	60
II. Teachers				
A. Yes	81.6	75.4	63.9	80.0
B. Sometimesq	8.6	14.0	13.1	11.6
C. No	55.1	3.5	6.5	1.6
D. Unanswered	3.4	1.7	13.2	3.3
E. Don't know	- -	5.2	13.1	3.3
F. Total Percent	98.7	99.9	99.8	99.8
G. Ns	58	57	61	60

Table 75 - Continued

III. How do you feel about this?	A	B	C	D
A. It's good, okay, fine	29.3	43.8	49.0	36.6
B. They should but don't; more teachers should attend	6.8	5.2	6.5	6.6
C. Improves faculty-student relations	13.7	7.0	1.6	5.0
D. Improves school spirit	5.1	1.7	- -	1.6
E. Shows they are interested in all phases of school life	18.9	12.2	6.5	13.3
F. Don't know, don't care	1.7	3.4	13.0	1.6
G. Teachers should attend; it's their duty	12.1	12.2	9.8	25.0
H. Unanswered, unscorable	6.8	10.4	4.9	8.3
I. Other	511	3.5	8.1	1.6
J. Total Percent	99.5	99.4	99.4	99.6
K. Ns	58	57	61	60

Comment: The leaders and non-leaders perceive the principal and teachers (IIA) attending school activities somewhat more frequently than do the troublesome students. Group C students indicate to a higher degree that the principal does not attend (IC) or that they don't know (IE and IIE).

This is an example, perhaps, of selective perception operating. The leaders are closer to the teachers and principal, the non-leaders are uncritical and therefore those two groups perceive them in a more friendly perspective than do the troublesome students.

How do you feel about this?

The largest category of answers for all three groups is that this is okay and fine (IIIA) Group C to a greater extent than Group A, particularly, gives this undifferentiated answer (IIIA). All three groups also feel to a certain extent that teachers should attend, that it is their duty (IIIG). Over and above this, the leaders have given the reason that improves the faculty-student relationship and that it shows that the teachers are interested in all phases of school life. The leader's answers indicateaa sensitivity and awareness of school morale to higher extent than do the non-leaders and the troublesome students.

13. In the question 13 of section on administration the attempt was made to determine whether the students feel they are getting fair treatment by the school and to what extent this is a difference among groups with respect to this question. The results are given in Table 76.

Table 76

Percentage Tabulation of Responses to Question 13 (a):
Are all the kids at HHS getting a fair shake?

I. Yes-No	A	B	C	D
A. Yes	25.8	22.8	22.9	16.6
B. Most of the time	- -	- -	1.6	1.6
C. Don't know	48.2	49.0	37.7	46.6
D. No	22.4	28.0	36.0	28.3
E. Unanswered, unscorable	3.4	- -	1.6	6.6

Table 76 - Continued

	A	B	C	D
F. Total Percent	99.8	99.8	99.8	99.8
G. Ns	58	57	61	60

13(b):
Is there anything you can do about it?

II. Yes-No				
A.	18.9	21.0	4.99	23.3
B. I suppose so	3.4	- -	3.2	- -
C. Don't know	6.8	10.5	13.1	20.0
D. Not much, not alone	20.6	3.5	9.8	8.3
E. No	27.5	33.3	49.0	20.0
F. Unanswered, unscorable	22.4	31.5	19.6	27.7
G. Total Percent	99.6	99.8	99.6	99.3
H. Ns	58	57	61	60

Comment: Somewhat less than a quarter of the students answer this question yes (IA). A quarter to one-third of them answer the question no (ID). And one-third to one-half of them say they do not know (IC). Group C tends to be the most negative on this response.

Is there anything that you can do about it?

The leaders and the non-leaders answer this question yes (IIA) more frequently than do the troublesome students. The latter are much more negative than the other two groups. They all are fairly pessimistic, however, about doing much about students being treated unfairly as is indicated in the number of "no" (IIE) and unanswered questions (IIF). Half of Group C says "no" (IIE) one-third of Group B, and one quarter of Group A respond likewise. From one-fifth to almost one-third left the question unanswered. (IIF.)

14. In question 14 the matter of receiving fair treatment was pushed further by being made more personal. Responses are summarized in Table 75 below:

Table 77
Percentage Tabulation of Responses to Question 14 (a):
Do you feel that you have always been treated fairly at school?

I. - Yes-No	A	B	C	D
A. Yes	72.4	73.6	57.3	66.6
B. Most of the time	8.6	7.0	8.1	8.3
C. Sometimes	1.7	5.2	3.2	3.3
D. No	17.3	12.2	27.8	13.3
E. Unanswered, Don't know	3.4	1.7	3.2	7.2
II. Yes Total Percent	99.8	99.7	99.6	99.7
G. Ns	58.2	57	61	60

Table 77 - Continued
14(b):
Do you feel that you have been treated fairly out of school?

II. Yes-No	A	B	C	D
A. Yes	76.2	68.2	57.3	63.2
B. Most of the time	8.6	1.7	6.5	6.6
C. Sometimes	- -	2.9	3.2	3.3
D. No	15.5	19.2	26.2	13.3
E. Don't know, unanswered	8.5	7.0	6.5	13.2
F. Total Percentq	99.8	99.9	99.7	99.6
G. Ns	58	57	61	60

Comment: As seen from Table 77 almost three-quarters of the leaders and non-leaders feel that they have been treated fairly at school but only somewhat more than half of the troublesome students do (IA). More than a quarter of the troublesome students say they have not been treated fairly (IE). Again the non-leaders tend to be most acquiescent of the three groups.

Do you feel you have been treated fairly out of school?

Again, the greatest percentage of answers are in the yes category although there is a greater yes-response in the leadership group and the non-leader group than in the troublesome student group.

15. The answers to question 15 showed a wide variety with no particular pattern among leaders and non-leaders and troublesome students. The responses are therefore not reported.

D. Values

The fourth section of the questionnaire deals with general values of the students. The results are discussed below:

1. The first question in the section on values was asked on the assumption that one's long range goals reveal one's values. The results are given in Table 78 below:

Table 78:
Percentage Tabulation of Responses to Question 1:
What do you want to be doing after you are out of school five years?

I. Enter a p	A	B	C	D
I. Enter a particular vocation	38.0	33.8	24.6	55.0
II. Working, job, making money	10.7	21.6	20.3	8.4
III. Get married, raise a family	23.8	24.3	27.5	11.2
IV. College, higher education	15.4	9.4	4.3	8.4
V. Armed service	2.3	1.3	8.7	7.0
VI. Travel	1.1	- -	4.3	2.8
VII. Success, happy, healthy, doing what I like	7.1	2.7	- -	- -
VIII. Don't know, unanswered	1.1	6.7	8.6	7.0

Table 78 - Continued

	A	B	C	D
IX. Total Percent	99.5	99.8	98.3	99.8
X. Nr	86	74	69	71

Comment: As seen from Table 78 members of all three groups expected to be entering a particular vocation to a large extent (I), but Group C least of all three groups emphasize making money and working (II) without specifying the vocation was higher in Groups B and C than it was in Group A. The difference in terminology may indicate the different orientations of the groups. Group A is more proportionally oriented, whereas Group C seems to be more "job orientated." Getting married and raising a family (III) was equally high in value for all the groups. As might be expected, Group A emphasized more than the other two groups that college and higher education (IV) loomed high on their horizons. Group C emphasized the armed service (V) somewhat more than the other groups. Being successful, happy, and healthy, that is, fulfilling one's ambitions (VII) was somewhat higher for Group A than it was for the other two groups, and may indicate a somewhat more optimistic career outlook for the leaders.

2. The first part of the second question of the section on values was an attempt to discover the extent to which the value of freedom was important to students. The results are given in Table 79 below:

Table 79

Percentage Tabulation of Responses to Question 2 (a):
In what way is freedom important to you?

	A	B	C	D
I. Allows me to do and say what I want, to make decisions and choices, to think for myself live my own life, do what is rig right	37.9	31.5	31.1	18.3
II. To express myself, to use my abilities, prepare for life, think more clearly.	8.6	7.0	2.6	5.0
III. Allows to get what I want of life; choose what I want to be choose what interests me; achieve happiness, enjoy life	8.8	14.0	4.9	10.0
IV. Feeling of maturity, accept responsibility	3.4	3.5	4.9	10.0
V. Everyway, everything, whole way of life; lets me be myself be an individual	20.6	7.0	22.9	18.3
VI. Other: vote; overthrow communism; security	3.4	5.2	8.1	10.0
VII. Unanswered	8.6	12.2	15.7	15.0
VIII. Unscorable	10.3	19.2	15.7	13.3
IX. Total Percent	99.6	99.6	99.9	99.9
X. Ns	58	57	61	60

Comment: This question was evidently hard for the respondents to answer as seen by the large proportion of unanswered and unscorable questions (VII, VIII). About one-third of them indicated that lack of restrictions was an important aspectsof freedom for them. (I) The rest of the responses were scattered among a number of categories.

2. The second part of question 2 was asked in order to get at the perception that students had of their own maturity and readiness for freedom. The results are given in Table 80.

Table 80
Percentage Tabulation of Responses to Question 2(b):
How much freedom do you feel you are prepared for?

		A	B	C	D
I.	Complete freedom, very much, as much as an adult, as much as is possible in our society	29.3	29.8	45.8	28.3
II.	Almost complete freedom, quite a bit, as much as I need	6.8	15.7	19.6	11.6
III.	Some; not complete freedom, as much as I have now	34.4	15.7	11.4	13.3
IV.	Not much	6.8	7.0	1.6	5.0
V.	None	- -	- -	- -	11.6
VI.	Unanswered	6.8	17.5	8.1	28.4
VII.	Don't know	6.8	5.2	8.1	8.3
VIII.	Unscorable	8.6	8.7	4.9	3.3
IX.	Total Percent	97.7	99.5	99.5	99.8
X.	Ns	58	57	61	60

Comment: Group C to a greater extent than either A or B wanted complete freedom (I). Group A was much more cautious, wanting some but not complete freedom (III). Group B more than either of the other groups left the question unanswered (VI). Thus, it would appear that Group C is most eagerly champing at the bit to obtain more personal freedom.

2c. The third part of question 2 had to do with the ways that students desired to be free. The results are given in Table 81 below:

Table 81
Percentage Tabulation of Responses to Question 2 (c):
In what ways do you want to be free?

		A	B	C	D
I.	Free to make own decisions, choices, and do and say the things I want;self supporting	33.8	40.4	20.3	37.9
II.	Think and believe in any way I wish; religion	15.4	3.5	7.8	10.6
III.	To have certain possessions and rights; vote, drive	23.0	5.2	7.8	4.5
IV.	Free from parental restriction	7.7	12.2	15.6	10.6

Table 81 - Continued

	A	B	C	D
V. Other	6.1	- -	12.5	9.1
VI. All ways	1.5	12.2	18.7	4.5
VII. Don't know	1.5	3.5	3.1	3.0
VIII. Unanswered	10.7	22.8	14.0	19.7
IX. Total Percent	99.7	99.8	99.8	99.9
X. Nr	65	57	64	66

Comment: All groups desired to be free to make own decisions and choices, and to do the things they want (I). Group B, however, emphasized this answer more than the other two groups. Group A desired freedom in a more abstract way; that is, to think and to believe in anyway they wish (II). They also wanted to have certain possessions and political and adult-like rights (III). Groups B and Cemphasized greater desire for freedom from parental restrictions (IV), and to be free in all ways. (VI.)

It would seem that Group B is least differentiated in its desire for freedom as seen from larger percentage of unanswered questionnaires (VIII), in its intellectual areas and Group C wants undifferentiated freedom and freedom from restrictions.

3. In question three another attempt was made to get at the students' desire for freedom. The results are given below in Table 82:

Table 82
Percentage Tabulation of Responses to Question 3:
Are you as free as you want to be for a person of your age?

	A	B	C	D
I. Yes	74.1	73.6	54.0	60.0
III. Not quite, at times, not all the time	13.7	5.2	4.9	11.6
III. Average	- -	- -	6.5	5.0
IV. No	10.3	19.2	31.1	20.0
V. Don't know, unanswered	1.7	1.7	3.2	3.3
VI. Total Percent	99.8	99.7	99.7	99.9
VII. Ns	58	57	61	60

Comment: As seen from Table 82 both groups A and B answered yes (I) much more frequently than did Group C, evidently feeling that they already have about the right amount of freedom for themselves. Group C conversely answered the question negatively (IV) more frequently than did either Group A or B.

4. The results of the fourth question were omitted because the results were scattered and unpatterned.

5. In the fifth question an attempt was made to get at the students' concept of democracy, one of the fundamental social concepts. The assumption was made that their answers would reveal their value with respect to democracy. The results are summarized in Table 83.

Table 83
Percentage Tabulation of Responses to Question 5(a):
What does democracy mean to you?

I. Meaning of democracy:	A	B	C	D
A. Freedom; equal rights for all	29.7	35.7	27.4	27.9
B. Freedom of speech, religion	20.3	14.3	11.3	16.4
C. Government by the people, a voice in government	23.4	10.7	8.0	13.1
D. Make own choices, do what I want	7.8	8.9	6.4	3.2
E. Whole life, life of freedom, the American way of life	10.0	10.7	11.3	6.5
F. Other: do my part to help, chance to happiness and success	3.1	8.9	9.7	6.5
G. Don't know, unscorable, unanswered	4.7	10.7	25.6	26.2
H. Total Percent	99.9	99.9	99.7	99.8
I. Nr	64	56	62	61
II. Is it important to you?				
A. Yes	94.8	89.5	80.3	81.7
B. No	---	---	1.6	1.6
C. Unanswered, unscorable, don't know	5.1	10.3	17.9	16.6
D. Total Percent	99.9	99.8	99.8	99.9
E. Ns	58	57	61	60

Comment. The most popular response for all groups was freedom and equal rights for all (I A). Group A emphasized freedom of speech and religion (I B) and government by the people (I C) to some extent more than the other two groups. All groups emphasized about equally the American way of life and the whole life (I E).

It is interesting that the leadership group most clearly specified the fundamental aspects of democracy and the responsibilities inherent in it. Groups B and C had greater frequency of responses in Don't know, unscorable, (I G), andunanswered (IH) categories indicating, possibly their inability to formulate their answers to this question.

6. The question was asked concerning the students perception of the faults of democracy. The answers are summarized below in Table 84.

Table 82
Percentage Tabulation of Responses to Question 6:
Does democracy have any faults?

	A	B	C	D
I. Yes-No				
A. Yes	84.4	64.9	50.8	56.6
B. No	8.5	26.2	27.8	18.3
C. Don't know, unanswered	6.8	8.7	21.2	25.0
D. Total Percent	99.7	99.8	99.8	99.9
E. Ns	58	57	61	60
II. Explain				
A. Everything has some faults	29.7	37.9	15.0	30.4
B. It's the best way of life despite its faults, better than a dictatorship	4.2	3.4	5.0	---
C. Corruption, injustice, not all people are able to govern themselves well, not all people take advantage of its benefits, too much red tape	38.2	13.7	---	4.3
D. Other: Too many leaders It's institutions change too slowly Majority not always right Too much government The people have too many faults Lack of dedicated leadership Too many poor people People apathetic	25.5	37.9	80.0	65.2
E. Unscorable	2.1	6.8	---	---
F. Total Percent	99.7	99.7	100.0	99.9
G. Nr	47	29	20	23

Group A was much more critical than either Group B or C. This effect may grow out of their stronger personal identification with democracy, and their greater personal critical thinking ability.

7. Question 7 again pushed for the basic comprehension of democracy by students. The results are given in Table 83.

Table 85
Percentage Tabulation of Responses to Question 7:
How much of a democracy is the United States?

	A	B	C	D
I. Complete, very much, best in the world, the best that is possible	36.2	48388	3737.7	31.61.6
II. Entirely, as far as I know	3.4	1.7	---	3.3
III. A democracy except for...(Negroes) for the most part	18.9	12.2	3.2	11.6
IV. Impure, but the basic principles remain; not as good in fact as in theory	17.2	1.7	6.5	8.3
V. Enough, average	---	3.5	8.1	8.3
VI. Not enough, steadily decreasing, not as much as we should have	6.8	10.5	4.9	6.6
VII. Other	---	1.7	1.6	1.6
VIII. Don't know, unscorable, unanswered	17.1	24.4	37.5	28.3
IX. Total Percent	99.6	99.5	99.5	99.6
X. Ns	58	57	61	60

Comment. As seen in Table 854the leaders showed themselves more perceptive and differentiated with respect to their understanding of democracy. More than one-third of the troublesome students" responses were of the "I don't know" or "unscorable" variety (VIII).

8. In question 8 an attempt was made to ascertain the extent to which the three groups differed with respect to their having aspirations for active public life. It was expected that Group A would have higher aspirations in this respect than the other groups. Results are summarized below in Table 86.

Table 86
Percentage Tabulation of Responses to Question 8:
Do you ever plan to run for political office?

	A	B	C	D
I. Yes	15.5	3.5	8.1	13.3
II. I don't know, maybe, probably not	44.8	28.0	19.6	31.6
III. Undecided at present time	5.1	1.7	3.2	1.6
IV. No	32.7	64.9	67.2	51.5
V. Unanswered	1.7	1.7	1.6	1.6
VI. Total Percent	99.8	99.8	99.7	99.6
VII. Ns	58	57	61	60

As seen from Table 86 the largest response for the leaders is that maybe, but probably not (II) they will run for political office. Both the non-leaders and troublesome students are much more definite in not expecting to run for an office (IV)L

10. The tenth question of the section on values was asked to find out to what extent there was a difference among students in their perception of what concerns they should have for politics at their age. The results are given below in Table 87.

Table 87
Percentage Tabulation of Responses to Question 10:
What things should a high school student be concerned about in politics and public life?

	A	B	C	D
I. Current events on a state, local, & international level. Keep students well informed.	9.8	10.1	7.9	9.8
II. Basic problems of the nation and world, what to do about them, good and bad side of politics	12.5	3.4	1.5	---
III. Learn how government works, how politics work, mock elections, increase student interest	14.0	5.0	9.5	9.8
IV. Learn how to be good citizens and leaders. Prepare students for later life.	10.9	11.8	---	3.2
V. Learn how to choose good leaders	3.1	1.7	3.1	3.2
VI. School elections, students, etc.	1.5	---	6.3	6.5
VII. More general knowledge of what its about	20.3	11.8	14.2	9.8
VIII. Don't know	1.5	6.7	11.1	4.9
IX. Other (Political party principles)	4.6	10.1	7.9	11.4
X. Unscorable, unanswered, nothing	21.7	38.9	37.9	41.0
XI. Total Percent	99.9	99.4	99.4	99.6
XII. Nr	64	59	63	61

Comment. As seen from Table 87 there is a wide diversity of answers, with many responses being unscorable or unanswered (X). The most frequent response for all groups is what is politics and public life all about (VII, and III). Both Groups A and B also want to know more about how to be good citizens and leaders (IV) than does Group C. Leaders more than others were interested in basic problems of politics (II). Leaders and to some extent troublesome students wanted to know how government and politics works (III, VII). Both non-leaders and troublesome students left the question unanswered (X) much more frequently than did the leaders. Leaders again show a much more differentiated social field than do the other two gropps.

11. The eleventh question was a poor one in that implied an answer. Nevertheless it is summarized in Table 88 below.

Table 88
Percentage Tabulation of Responses to Question 11:
Do you think there is any corruption in the government?

	A	B	C	D
I I. Yes	86.2	80.7	68.8	66.6
II. No	1.7	5.2	3.2	1.6
III. Don't know	8.6	10.5	26.2	18.3
IV. Unanswered	3.4	3.5	1.6	13.3
V. Total Percent	99.9	99.9	99.8	99.9
VI. Ns	58	57	61	60

As seen from Table 88 leaders tend to be more critical than the other two groups (I).

12. This question is part of a family of questions dealing with the ability of students to change their government or way of living together. The results are summarized in Table 89 below.

Table 89
Percentage Tabulation of Responses to Question 12:
Is it possible to change government?

	A	B	C	D
I I. Yes	86.2	77.1	63.9	76.6
II. Sometimes	---	---	4.9	---
III. No	6.8	12.2	19.6	5.0
IV. Unanswered, unscorable	6.8	10.2	11.4	18.2
V. Total Percent	99.8	99.5	99.8	99.8
VI. Ns	58	57	61	60
VII. How?				
A. New leaders, impeachment, voting, recall referendum	28.5	34.2	15.6	16.6
B. Writing to congressmen	12.5	2.6	6.2	8.8
C. Unified movements, passive resistance discussion, petition, revolution	26.7	34.2	6.2	20.5
D. New laws, enforcing old ones, changing the constitution	17.8	18.4	21.8	11.7
E. It will change by itself, voice of the people, interested people	12.5	5.2	12.5	14.7
F. I don't know, other	1.7	5.2	37.4	26.4
G. Total Percent	99.3	99.8	99.3	98.7
H. Nr	56	38	32	34

Comment. In the section on administration students were asked (Question 11) if school officials ever asked students for their opionions in deciding things at school. About half of the leaders, one-third of the non-leaders and one-quarter of the troublesome students said yes. The subjects were also asked if school officials should consult them. (Question 11). About the same rationof response was obtained from that question as on the question summarized in Table 89 above.

The leaders tend to be most optimistic (I) and the troublesome students the least (III) about the possibility of changing the government. This trend may be a reflection of their success in dealing with the government in school. There are no outstanding patterns in the response of the subjects to the question of how to change the government.

When asked how this could be done Group A and B emphasized getting new leaders (VII A) or putting unified movements (VII C) into effect. Group C was less clear than either of the other two groups on how to go about changing government (VII F).

13. In this question the sources of communication and information concerning political affairs. The results are summarized below in Table990.

Table 90

Percentage Tabulation of Responses to Question 13:
How do you find out what is going on in government?

	A	B	C	D
I. Radio, T.V., newspapers, m magazines, books, etc.	58.0	69.0	72.9	61.3
II. Discussion, writing to Congress, attending meetings, asking people	30.7	22.5	12.8	18.6
III. School, classes, etc.	4.5	2.8	2.8	6.6
IV. Other	2.2	---	1.4	1.3
V. You don't, too much secrecy	1.1	---	1.4	---
VI. Don't know, unscorable, unanswered	3.3	5.6	8.4	11.9
VII. Total Percent	99.8	99.9	99.7	99.7
VIII. Nr	88	71	70	75

Comment. As seen from Table 90 Leaders tend to use personal channels such as discussion, meetings, writing congressmen (II), and school classes (III) to a greater extent than do either Groups B or C. The latter two groups rely more on mass media (I).

Again, it would seem that Group A has more resources for finding out information and for contacting people who need to be contacted to get information.

14. Justice is another basic social concept, the meaning of which we explored with respect to the three groups. Their definitions and interpretations of justice are given below in Table 91.

Table 91
Percentage Tabulation of Responses to Question 14:
What does justice mean to you?

	AA	B	B CC	DD
I. A fair trial, a chance to prove myself innocent, punish wrong-doers, "innocent until proven guilty."	7.5	12.7	13.3	5.6
II. A fair law, a fair interpretation and application of the law, fair dealing	11.3	14.8	8.3	7.5
III. All treated fairly and equally, everyone receives his rights	56.6	27.6	15.0	18.8
IV. Doing the right thing, sticking to a standard set up by society	7.5	2.1	---	5.6
V. Other	5.6	8.5	30.0	11.3
VI. Unscorable, unanswered	11.2	34.0	33.3	50.9
VII. Total Percent	99.7	99.7	99.9	99.7
VIII. Nr	53	47	60	53

Comment. As seen from Table 91 the majority of leaders' responses are rather abstract and positive (III). Troublesome students are rather unclear (VI) and disunited (V) with respect to their understanding. They also along with Group B tend to treat the concept more negatively, by defining justice as a fair trial, chance to prove myself innocent (I). When the answer of the troublesome students to this question is taken with their answers to whether they have been fairly treated (13 and 14 of section on administration) one begins to wonder about the concept of justice that is being formed in the minds of the troublesome students.

The unanimity of Group A on its positive concept of justice (III) might be interpreted to mean that they are closer to receiving justice than either Group B and C who may not have a positive experience with justice.

15. The results of question 15 were so widely scattered that they are not being reported.

16. Getting ahead is apparently an important value in American life. To what extent do students subscribe to it and what differences are there among them with respect to this value. Their answers are summarized in Table 92 below.

Table 92

Percentage of Tabulation of Responses to Question 16(a):

Circle the number that indicates how important it is to get ahead in life.

		A	B	C	D
I.	(1) Most	31.0	31.5	50.8	43.3
II.	(2)	46.5	26.3	18.0	28.3
III.	(3)	12.0	24.5	4.9	8.3
IV.	(4)	- - -	3.5	---	1.6
V.	(5) Least	1.7	- -	- -	- -
VI.	Unanswered, unscorable	8.5	14.0	26.2	18.3
VII.	Total Percent	99.7	99.8	99.9	99.8
VIII.	Ns	58	57	61	60

Comment: As seen from Table 92 almost a majority of leaders discretely rate this value in the second most important category (II); whereas half of troublesome students rate it most important (I). Non-leaders are more scattered. Hardly any of the students rate it in the last two categories in terms of its importance.

16. (Cont.) The second half of the question probes the students perceptions on avenues for getting ahead. Their responses are summarized in Table 93 below:

Table 93

Percentage Tabulation of Repponses to Question 16(B):

What is the best way to get ahead?

		A	B	C	D
I.	Industrious, work, strive, determination, desire	35.7	23.9	31.4	26.0
II.	Get an education, study, acquire knowledge, think	19.0	22.4	17.1	17.4
III.	Honesty, good character, doing your best, use your talents	23.8	13.3	- -	11.5
IV.	Being one's self, being an individual	- -	5.9	1.4	4.3
V.	Dishonesty, get as much as possible	- -	1.4	1.4	- -
VI.	Work towards a goal, planning	4.7	4.4	5.7	7.2
VII.	Acquire social competance, be popular, know the right people	5.9	2.9	4.3	7.2
VIII.	Help others	- -	- -	- -	2.8
IX.	Make money, save money, have money	- -	1.4	7.1	1.4
X.	Other	2.3	2.9	4.3	5.8
XI.	Unscorable, Don't know, Unanswered	8.2	20.8	27.1	15.9
XII.	Total Percent	99.6	99.3	99.8	99.5
XIII.	Nr	84	67	70	69

Comment: As seen from Table 93 motivation is rated highly by all these groups (I). Being honest, doing ones best with the talents he has (III) is rated most highly by the leaders, less highly by non-leaders, and is not mentioned by troublesome students. Again, leaders more clearly differentiate the avenues to getting ahead than do either group A or B as seen by fewer unanswered and unscorable responses (XI).

17. Saving money is a behavioral expression of thrift - a time honored American value. Do students save, and especially what for is explored in this question. The results are given in Table 94 below:

Table 94

Percentage Tabulation of Responses to Question 17:
Do you save money?

		A	B	C	D
I.	A. Yes	91.3	96.4	68.8	85.0
	B. No	6.8	3.5	21.3	11.6
	C. Unanswered	1.7	- -	9.8	3.3
	D. Total Percent	99.8	99.9	99.9	99.9
	E. Ns	58	57	61	60
II.	Should you save money?				
	A. Yes	98.2	94.7	90.1	86.6
	B. No	- -	- -	- -	- -
	C. Unanswered	1.7	5.2	9.8	13.3
	D. Total Percent	99.9	99.9	99.9	99.9
	E. Ns	58	57	61	60
III.	Do you plan to save money?				
	A. Yes	91.3	84.2	90.1	75.0
	B. No	- -	- -	- -	- -
	C. Unanswered	8.6	15.8	9.8	25.0
	D. Total Percent	99.9	100.0	99.9	100.0
	E. Ns	58	57	61	60
IV.	What for?				
	A. College, further education	44.5	39.0	12.8	31.1
	B. Married life, starting a home	5.4	6.5	12.8	10.0
	C. Buy material possessions; clothes	13.0	16.8	31.4	21.1
	D. Future life	17.4	22.0	21.4	14.4
	E. Emergencies	8.7	7.7	4.2	3.3
	F. Do things: summer vacations, travel	4.3	1.3	2.8	3.3
	G. Other; security	2.1	3.9	5.7	8.9
	H. Unanswered	4.3	2.6	8.5	6.6
	I. Total Percent	99.7	99.8	99.6	98.7
	J. Nr	92	77	70	90

Comment: As seen from Table 94 non-leaders tend to be most thrifty with leaders next, and troublesome students the least thrifty (IA). They are almost unanimous in stating that they should save money, and that they plan to (IIA, and IIIA).

In their reasons for saving money, some differences are apparent. Leaders and non-leaders are shooting for college (IVA). Troublesome students are more materialistic (IVB,C). This is not to say that Groups A and B are not materialistic; their saving for college may simply serve the purpose of preparing them better to compete for material things.

18. Time is valuable. Question 18 was asked in an attempt to get at the values of the students in yet another way - - through their

uses of time in day-by-day activities. The results are summarized in Table 95 below.

Table 95

Percentage Tabulation of Responses to Question 18:
If you had an extra day every week to spend as you choose, what would you do or where would you go?

		A	B	C	D
I.	Relax, watch T.V., go to the beach, sports, sleep	32.9	36.9	22.0	23.3
II.	Read, have a hobby, study, work on car	19.7	19.7	15.1	20.5
III.	Spend time with friends, visiting, dates	13.1	6.5	13.9	10.9
IV.	Save all the days until the end of the year	2.6	- -	1.1	- -
V.	Travel	3.9	2.6	5.8	8.2
VI.	Work at home, or get part-time job	9.2	14.5	17.4	12.3
VII.	Catehhup on everything	2.6	6.5	- -	- -
VIII.	Same as any other day, nothing special	2.6	5.2	12.8	- -
IX.	Don't know, depends on the day	1.3	3.9	5.8	15.0
X.	Other	3.9	1.3	1.1	6.8
XI.	Unscorable, unanswered	7.8	2.6	4.5	2.7
XII.	Total Percent	99.6	99.7	99.5	99.7
XIII.	Nr	76	76	86	73

Comment: All three groups answered relax, watch TV as their major category of response. To read and to have a hobby and to work on the car (II) was secondiin importance. The groups were rather similar in these categories. Group C more than the other two groups mentioned working at home, or getting a part time job (VI). Group C also mentioned that they would do nothing special and it would be the same as every other day (VIII). The Group C seems to be somewhat more oriented toward work and activity than do the other two groups; the latter may be working to full capacity and want some relaxation.

19. Question 19 was asked in an attempt to discover how much time students spent finding out about and discussing current events. It was supposed that the leaders spend more time than non-leaders or troublesome students. Results are given in Table 96 below:

Table 96

Percentage Tabulation of Responses to Question 19:
How much time in a week do you read and talk about current events?

		A	B	C	D
I.	Every day, quite a bit, (10 hr. or more)	22.4	17.5	9.8	23.3
II.	Almost every day (6-10 hrs. a week)	12.0	5.2	3.2	13.3
III.	Average, (3-6 hours a week)	20.6	10.5	14.7	10.0
IV.	A few hours, (0-3 a week)	20.6	35.0	44.2	28.3
V.	None	- -	3.5	18.0	1.6
VI.	Don't know	6.8	7.0	4.9	8.3

Table 96 - Continued

		A	B	C	D
VII.	Unscorable, unanswered	6.8	13.9	4.8	13.3
VIII.	Not enough	10.3	7.0	- -	1.6
IX.	Total Percent	99.5	99.6	99.6	99.7
X.	Ns	58	57	61	60

Comment: As seen from Table 96 above, leaders spend more time reading and talking about current events than do either of the other two groups; the troublesome students spend the least amount of time. Furthermore, the leaders - group in comparison with the other two groups feel that it does not spend enough time (IX) at this activity.

20. Answers to question 20 were not tabulated because the results showed no consistant pattern.

21. Question 21 is a value question, asked in an effort once again to get underneath to the values of the students. The answer is summarized below in Table 97.

Table 97

Percentage Tabulation of Responses to Question 21:
What do you want to get out of life?

		A	B	C	D
I.	Security,money,possessions,health	7.6	6.8	- -	2.5
II.	Happiness,enjoyment,fun,friends,love	32.6	27.4	41.9	28.7
III.	A chance to accomplish things;fulfillment	18.5	12.3	10/4	12.5
IV.	Success in a career, fame, money	13.0	8.2	10/4	13.7
V.	Good home life, happy marriage	7.6	10.9	5.9	6.2
VI.	Good education, wisdom, knowedge	3.2	12.3	- -	6.2
VII.	Good life, doing right	1.0	2.7	- -	3.7
VIII.	All I can, everything	5.4	8.2	10.4	7.5
IX.	Life itself, live to the fullest	- -	- -	2.9	2.5
X.	Other	5.4	6.8	4.4	6.2
XI.	Don't know,unscorable, unanswered	5.3	4.0	13.3	9.9
XII.	Total Percent	99.1	99.6	99.6	99.6
XIII.	Nr	92	73	67	80

Comment: The major category of answer for the three groups was happiness, fun, enjoyment, friends, and love (II). Almost half of the Group C and one-third of Group A answered in this category. Group A and C are interested in success and fame (IV) to a somewhat greater extent than is Group B. Groups A and B mentioned security and possessions and health (I) more than did Group C. Group A also desired the chance to accomplish things (III) more than did Groups B or C. Group B mentioned getting a good education, wisdom, and knowledge (VI) and Group C indicated more than the other groups that they wanted all they can get (VIII).

22. Question 22 was asked in order to get at the origin of the values of the students. The results are given below in Table 98.

Table 98
Percentage Tabulation of Responses to Question 22:
Who has had the greatest effect on your life?

		A	B	C	D
I.	Parents	41.5	40.6	32.4	40.5
II.	Mother	9.2	8.6	9.8	5.0
III.	Father	6.1	4,3	5.6	2.5
IV.	Minister, religious influence	9.2	14.5	5.6	11.4
V.	Counselor, teacher, school	6.1	7.2	2.8	6.3
VI.	Peers, girl/boy friend, etc.	6.1	8.6	26.8	20.2
VII.	No single person/nobody	4.6	1.4	2.8	- -
VIII.	Other, unscorable, don't know	9.2	11.6	8.4	5.0
IX.	Unanswered	7.2	2.9	5.6	8.8
X.	Total Percent	99.2	99.7	99.8	99.7
XI.	Nr	65	69	71	79

Comment: For all groups, the major category of influence was parents (I). This category was more important, however, for Group A than it was for Group B, and for Group B more than it was for Group C. The second most important category for Group A was mother (II) and minister (IV). The second most important category for Group B was the minister (IV). The second most important category for Group C was peers, girlfriends, and boyfriends (vi). The school is perceived by all three groups to have had little influence on their lives.

Table 99
Percentage Tabulation of Responses to Question 23:
What outstanding contributions would you like to make to mankind if you had the power to do so?

		A	B	C	D
I.	Make the world free, peaceful	27.0	26.6	31.6	17.7
II.	Help those who need help, wipe out disease, homes for orphans	27.0	20.0	15.0	21.0
III.	Make the world a better place to live	13.5	6.6	- -	12.9
IV.	Give money to charity	- -	1.6	3.3	- -
V.	Further the work of the church, bring people to God	5.0	1.6	- -	4.8
VI.	Through a specific vocation, offer a special invention	6.7	15.0	5.0	9.6
VII.	Other, unscorable	10.1	6.6	13.3	6.4
VIII.	Nothing, don't know, unanswered	10.1	21.6	31.6	27.4
IX.	Total Percent	99.4	99.6	99.8	99.8
X.	Nr	59	60	60	62

Comment: The greatest response category for all groups was to make the world free and peaceful (I). The second greatest category of response was helping people who need help (II). However, Group A's response in this category was greater than Group C's with Group B falling in between.

Group A also indicated that making the world a better place in which to live (III) was more important than did either Group B or C. Making a contribution through some specific vocation (VI) was specified by Group B. Group C answered that there was nothing (VIII) they could do or left the question unanswered more frequently than did either of the other two groups.

Again, Group A appears to be more differentiated and altruistic than do either Groups B or C.

24. Omitted because of scattered response.

V. Conclusions.

A. Conclusions from Part I of the questionnaire dealing with the Academic Life of the Students. From the answers to Part I of the questionnaire the following conclusions about Leaders, Non-leaders, and Troublesome students with respect to the academic program seem to be justified.

1. Students in Group A, the leaders, have a clearer perception of their academic and educational goals than do the other two groups. They are more skillful in using the facilities and personnel of the school to attain those goals. They talk over what they want with others. They participate in the school life and in the academic program more than the other two groups. Nevertheless, they are discerningly critical of many aspects of the educational program and of teachers. That is, they qualify their criticism. This group is pushing vigorously toward adulthood; they want more freedom. They are oriented toward adult life.

2. Students in Group B, the non-leaders, seem to be more dependent on the structure of the school, the schedule, and on its personnel. They are generally less critical, and more accepting of the program, and are more aquiescent toward teachers than are either Groups A or C. They tend to be rather vague and undifferentiated about the purposes of education. In many ways they appear to be the ones for whom the program is best designed and yet they are not actively taking the initiative in getting everything they can out of it as is for example, Group A.

3. Group C, the troublesome students, are the most critical of the school. In this respect, they somewhat resemble Group A. Group C, however, is not getting as much out of school and do not feel that school is giving them what they need. Furthermore, they are more unstructured in their perception of school, and apparently unable to participate in it and get out of it what they want. This inability may also be increased by

their inability to focus on what they do want to get out of school. This group is pushing toward adulthood more vigorously than is Group B, but it is the adulthood of the world outside school. Group C wants freedom but does not know how to use it. Their response often tends to be polarized toward school-strongly for it and strongly against it.

B. Conclusions from Part II regarding the Social Life of the student.

1. Different leaders receive support from different segments of the student body. The major cleavage lines are age and sex. There is less tendency for cleavage lines to show among the groups designated A, B, and C, than between age and sex.

2. There are differences in perception of leadership and leading groups. The "inside" view of leadership depicts it as based on virtues, hardwork, successful performance, and it appears that the perception of Group A is congruent with the kind of values that the school typically expresses, namely, hand work, intelligence, activity, and virtue. These things seem to be important for them in their social life and in helping them to leadership positions.

Group B, however, viewing leadership from the outside values activities more and is less enamored with the static attributes that the Group A values as being important for leadership. They tend to express somewhat more than Group A the necessity of having friends and possessions.

Group C, also from the outside, tends to be more scattered in its opinion and perceptions, but perceives popularity as a major aspect of becoming a leader. There is a greater diversity among the troublesome students. Their relative failure to become leaders may be in part accounted for because they cannot pull together a common perception or image of themselves. They do not see very clearly the routes to leadership that they themselves should take. They tend to criticize Group A for its leadership position indicating that the Group A has achieved its leadership position because of material possessions and the right friendships, Group C is not as impressed as is Group A with virtue and intelligence and ability as aiding in the attainment of leadership.

There are discrepancies among the groups as to what makes a leader and how one becomes a leader. The route to leadership is complex and diverse. School evidently trains leaders for leadership, but non-leaders need to go outside school for leadership training - to churches perhaps.

3. Many members of Group A claims membership in the leading crowd, whereas the other two groups do not. Group C has the smallest affiliation with some group. Group A finds leadership opportunities in school, Group B turns to out-of-school activities, as does Group C. Group A tends to see

leadership within school the same as leadership outside of school and tends to ignore or deny leadership outside of school. Neither B nor C concur on this point. Hardly any one sees much to be gained from individualism.

4. Leaders perceive themselves as being popular, but would like to be seen as brilliant, athletic, leader. Non-leaders and troublesome students tend to see themselves as average, and would like to see themselves as popular. Throughout this section is a consistent response indicating that individuality has very low value.

5. Group A differs from Group C on some values associated with the behavior of students. Group C is more lenient than Group A toward such things as drinking, hot-rodding, display of affection. Group B falls in between.

6. In the above and in other connections, Group A shows greater orientation to adult life than does Group B or C. The values of adulthood are more clearly seen and more within the grasp of Group A than the other two groups. Group A sees less conflict between adults and teen-agers and sees it as decreasing to a greater extent than the other two groups.

7. It also seems that Group A has a more differentiated perception of the social field than does either of the other two groups. This perhaps arises out of the greater activity of Group A in social matters.

8. It is hard to escape the impression that the school in indirect and informal ways teaches its students the place that they will and should take and hold in society. Thus, it appears that those in leadership positions are learning the attitudes and the perceptions about their own leadership role and about the role of others. The same may be said for non-leaders and troublesome students--they too are learning their roles that will probably shape their future lives. But one might question whether or not the schools are doing a good job of training second level of leaders.

Throughout this section Group B tends to lie between Groups A and C, with a slight tendency to lie closer to A than C.

C. Conclusions from Part III regarding the relationship of the students to the School Administration:

1. The non-leaders are the least critical of the school administration, the rules and the school schedule. Group C is most critical.

2. Group A seems to have the most resources for changing rules, is the closest to the administration, is best informed, most interested in school morale, and expects to be consulted by the administration for getting rules changed. None of the groups, however, see the changing of rules as an easily accomplished matter.

3. Groups A and B are most concerned about making their own decisions on academic matters, Group A also wants this privilege in extra-curricular affairs. Group C stresses this privilege in connection with outside work.

4. As for rules and the general value structure of the school, it would appear that leaders are getting the best deal of the three groups. Troublesome students perceive themselves as being less well treated, and as being less able to do anything about it than either leaders or non-leaders.

Conclusions regarding the values of students.

Many of the values of students were expressed in the section of Social Life. Let us summarize them first.

1. Values are expressed through dating. The students could not committ themselves easily, but leaders tended to choose the best student, but also a cheer leader or athlete. The non-leaders tended to choose the cheer leader and athlete, and the troublesome student the best looking. Students tend to date persons like themselves and those who represent their values.

2. When asked what changes they would like to see made in their social life, the leaders emphasized increased school spirit more than did the other two groups.

3. All groups perceived conflict with adults. Although all groups saw some increase in the conflict, the troublesome students saw the most and the leaders the least.

4. Leaders indicate agreement with being different, the other two groups either do not or are uncertain.

5. On student morals, such as showing affection in public, hot-rodding, drinking, the troublesome students tended to be more lenient than either leaders or non-leaders.

6. On most matters the leaders tended to be more adult oriented than did the troublesome students. The non-leaders tended to be adult oriented also but in a more dependent way.

D. Conclusions from Part IV, Values.

In regard to values, the following conclusions appear to be waranted:

1. In terms of the future after high school, leaders and non-leaders tend to look toward a vocation, a career or college. The troublesome students tend to express their future in terms of a job and earning money. One might condlude that leaders have higher vocational aspirations than do troublesomesstudents.

2. In terms of freedom, leaders are generally fairly content with what they have. They consider freedom to be important because it allows them to make their own decision and choices. The same is true to some extent for non-leaders. Troublsome students want more freedom than they have and want freedom from restructions. Their concept of freedom tends to be somewhat more negative than the other two groups.

3. The leaders seem to have a personal stake in democracy. They see democracy as having a voice in the government. They can conceive of themselves as running for public office. They see the possibility of changing government to a greater extent than do the other two groups. They are in touch with current events, they get their news through more personal channels than do the others, who rely more on mass media.

4. Justice, for leaders seems to be more personal and positive a concept than it does for troublesome students.

5. In terms of the usual virtues; the leaders and non-leaders tend to be more thrifty. Leaders seem to want self-fulfillment out of life; non-leaders indicate that they want virtue; troublesome students indicate need for happiness and undifferentiated response of getting all they can.

VI. Summary

Three groups of students were selected for this study. They were called Leaders, Non-leaders, and Troublesome students. A control group was also used. There were approximately sixty students in each subgroup.

From areas were selected for study: The academic life, the social life, school administration, and values.

A questionnaire was constructed with questions dealing with each area. The questionnaire was administered in the Spring of 1961. The results were tabulated and discussed, and conclusions drawn regarding the three groups, with special emphasis placed upon the responses of the leaders.

I. Introduction

A. The study of students values, reported in the previous section was designed to be a first approximation to understanding the social context in which leadership is learned. The study was not governed directly by explicit hypotheses; there was no formulated theory that directed the inquiry. It was a survey that was designed to discover some differences among leaders, non-leaders and troublesome students in some important areas of the life of students.

As the analysis of the questionnaire progressed it became increasingly apparent that students did make very important learnings that were not attained in the classroom. The meaning of justice, their place in the group, the progess of changing rules are examples of learnings that took place at least in part outside the formal structure of education.

The concept of the "second curriculum" seemed to encompass the kinds of phenomena we saw occuring. As a result an attempt was made to formulate a theory of the second curriculum by stating a number of propositions and then to make a first attempt to ascertain whether the theory did adequately describe what was actually happening.

The following report summarizes the findings with respect to the second curriculum.

B. Theoretical Statements regarding the nature of the second curriculum.

1. The second curriculum may be described by a series of three propositions which are stated below:

A. A second curriculum exists in the schools. The nature of this curriculum can be described.

b. There exists a complex relationship between the second and the first or formal curriculum.

c. Leadership, among other social skills, is "taught" and learned in the second curriculum.

2. The nature of the second curriculum is described below:

a. The second curriculum consists of all the learning experiences that occur outside the classroom and the formal course of studies. It is identified in part with extra-curricular activities, but is broader and more inclusive. It will be assumed throughout this study for the sake of convenience that the two terms second curriculum and extra-curricular activites can be used interchangeably.

Other terms

Other terms have been used to describe approximately the same phenomena that are covered under the concept of second curriculum. Examples of other terms are peer group, social climate, extra-curricular activities, co-curricular activities, "hidden curriculum", and "unwritten course of studies." The advantage of conceptualizing the phenomena in curricular terms is that the conceptualizing lends itself to educational analysis, and thus becomes a central concern of the educator.

b. Characteristics of the second curriculum.

1) It is a curriculum in the sense that it provides experiences and settings in which learning can take place.

2) It is informally organized in the form of activities rather than in the form of courses in academic subject matter. There is no formal sequence to the learning experiences; the learning situations sould be more aptly described as a mosaic rather than a sequence.

3) The major activities which are analogous to subject matter in the first curriculum are:

- a) Athletics
- b) Club life
- c) Student government
- d) Social activites, such as parties, dances, etc.
- e) Informal social contacts in school.

4) The activities are elective in the sense that no student is required to participate.

5)

5) There are rather rigid but informal prerequisites to the activities.

c. Objectives of the second curriculum are not stated as much. They tend to be largely undifferentiated and unformulated. The following may be considered real but unstated objectives:

1) Preparing the student for his social role in the community. As such it serves as a bridge between the first curriculum and adult social life.

2) Providing a wider context for self-expression than is provided in the first curriculum.

d. Incentives for achievement in the second curriculum.

1) High social status in the peer culture. This is accompanied by social belongingness, social power, prestige, popularity.

2) The perceived probability that high social status in the peer society will eventuate in high social status in the adult community.

e. Methods of instruction in the second curriculum.

1) The method is exclusively self-education. Any teaching by adults is indirect and sporadic.

2) Learning-by-doing is the rule.

3) Conceptualizing of the learning and skills tasks is practically non-existent.

4) Students teach each other.

f. Evaluation of achievement in second curriculum.

1) In some activites, evaluation is conducted by adults: e.g., athletics, debating, dramatics, music.

2) Evaluation by reputation and group consensus. This method is largely in the hands of the students, but the mechanism is not well known.

3. The relationship of the first curriculum to the second is described below:

a. The second curriculum serves as a field-test or social laboratory of the first.

1) Democracy, social justic, leadership are tested in the second curriculum.

2) Adult values and ethics are tested.

b. The two curricula compete for the time and energy of the student.

1) Students can differentiage the two and recognize that each serves a different purpose.

c. Adults can control the second curriculum through the first.

d. Successful achievement in the second curriculum is related to successful achievement in the first.

4. Leadership, among other social skills is taught and learned in the second curriculum.

a

a. The characteristics of the second curriculum apply to the learning of leadership.

II. Design of the Study

A. Operational questions to be answered. A number of questions were asked which were designed to disclose the nature of the second curriculum, its relationship to the first, and the manner in which leadership is learned in it.

It was not possible at this time to work out all the theoretical statements into operational questions. For this reason not all the statements of theory have been tested in this study. Much more remains to be done in order to explicate the second curriculum.

The first nine questions below deal with the nature of the second curriculum; questions 10, 11 deal with the relationship between the first and second curricula; the last question deals with leadership in relation to the two curricula.

1. What do students want to get out of school?

2. Can students differentiage what they learniin the second curriculum from what they learn in the first? How much of what they want to learn is to be found in the second curriculum?

3. What do students learn in the second cutriculum?

4. What are the major learning situations in the second curriculum?

5. Are there pre-requisites or requirements to the second curriculum? If so, what are they?

6. What are the objectives of the second curriculum? Can students indicate what they want to get out of the second curriculum? To what extent do social motives of belonginess, affiliation, social prestige and power serve as motivation for participating in the second curriculum?

7. Have students consulted with anyone about what they want to get out of the second curriculum?

8. By what methods does a student learn what the second curriculum has to offer?

9. How does the student evaluate successful achievement and performance in the second curriculum?

10. To what extent does the second curriculum serve as a field test or laboratory of the first?

1) To what extent are abstract concepts, such as "democracy" tested in practice in the second curriculum?

11. To what extent do students respond differently to or value the two curricula?

12. To what extent is the learning of leadership a function of the first or second curriculum?

B. Design of the questionnaire.

A questionnaire was designed to answer the questions that comprise the design of the study. The questionnaire however, was not limited to the particular concern of the investigator with the second curriculum only. Since a public school provided the subjects and because the school felt justifiably that it should benefit from the study too, much more was included in the questionnaire than was of immediate concern to the study. Only the relevant material is reported here, however. A copy of the questionnaire is found in Apendix B.

C. Subjects for the study.

Subjects were chosen from the twelfth grade of Ottawa Hills High School in Grand Rapids, Michigan. The school was chosen because of the interest displayed in the idea of the second curriculum by the guidance personnel and the principal.

Subjects were chosen to correspond roughly to the three categories used previously in the study of values, but somewhat different terminology was used for them. There were called high-power, low-power, and negative-power to indicate their social position in the school. Essentially the same criteria were used in selecting them as had been used to select the leaders (Group A), the non-leaders (Group B), and the troublesome students (Group C) in the study of students values.

It was feasible, however, to use established classrooms for the selection of the students. It was found that an honors classroom consisted almost entirely of high-power students. An economics classroom had almost all low-power students. A social problems class had almost exclusively negative-power students in it.

An unanticipated difficulty arose, however, in the use of these classes. They did not have as many subjects in them as had been estimated. Rather than having 90-100 subjects, with somewhat over 30 in each group, only 61 students were available. They were distributed as follows.

Table 100
Distribution of Subjects by Group and Sex

	High Power	Low Power	Negative Power	Total
Male	13	7	6	26
Female	11	9	15	35
Total	24	16	21	61

Because of the small number of subjects, the attempt to discriminate the different reactions of each sub-group was abandoned, and the group was considered as a whole.

III. Results and Comments

The answers to the questions that were asked in an attempt to disclose the nature of the second curriculum will be reported below.

A. What do students want to get out of school?

In attempting to answer this question, students were asked to indicate what five things in order of preference they wanted to get out of school from a list of 20 items. Their choices were weighed and tabulated. Table 101 below shows the summation of the weighed scores and the rank order of the items that students consider are most important for them to get out of high school. The results are shown in Table 101 below.

Table 101
Rank Order of Things that Students want from High School

1. What five things do you want most to get out of your high school education? Write numbers 1, 2, 3, 4, 5 in the spaces in front of five items below in order of their importance to you.

1. Understanding the

	Summation of weighed scores	Rank order
1. Understanding the meaning of democracy	41	7
2. Developing a pleasing personality	25	9
3. A good preparation for college	201	1
4. Getting along with the opposite sex	21	10
5. Understanding the meaning of freedom	20	11
6. How to be a leader	14	13
7. Knowing that I am as important as anyone else	3	18.5
8. Preparation for a job	87	5
9. Fair play	4	16.5
10. How to make good decisions and choices	110	4
11. Where I fit in here at school	0	20
12. How to use free time wisely	18	12
13. Understanding the meaning of justice	8	15
14. How to be popular	4	16.5
15. How to take adult responsibilities	122	2
16. Understanding myself	66	6
17. Working democratically with others	27	8
18. Understanding the meaning of social equality	9	14
19. Understanding and getting along with other people	119	3
20. What other students think is important	3	18.5

Comment. As seen from Table 101 the students chose the following ten items in order of rank: 1) A good preparation for college (Item #3), 2) How to take adult responsibilities (Item #15), 3) Understanding and getting along with other people (Item #19), 4) How to make good decisions and choices (Item #10), 5) Preparation for a job (Item #8), 6) Understanding myself (Item #16), 7) Understanding the meaning of democracy (Item #1), 8) Working democractically with others (Item #17), 9) Developing a pleasing personality (Item #2), 10) Getting along with the opposite sex (Item #4).

It should be noted from the table that "how to be a leader" (Item #6) is not given very high priority (rank order of 13) on what students want to get out of high school. (It's rank is 8 among high power students and 13 among low and negative power students.)

The second half of the question, dealing with how many of these items they place in the second curriculum will be answered later.

2. Can students differentiate what they learn in the second curriculum from what they learn in the first? How much of what wants to be learned is found in the second curriculum?

The students were given the twenty items from question 1 and were asked to indicate where they learned each item, that is, in: 1) course work, 2) extra-curricular activities, 3) out-of-school, and 4) nowhere. The format of the question and the results are shown in Table 102 below. The upper figures in each cell are raw frequencies, the lower figures are percentages of the total number of responses for each row. Table 102 is found on the following page.

Table 102
Where Students Learn What

Things I Learn Column A	Where I learn the things in Column A				
	Column 1 Courses in lab, classroom, library, etc.	Column 2 Extra-Curricular-In clubs, sports student govt parties, etc.	Column 3 Out-of-School, Home, Church Y's, Scouts etc.	Column 4 Nowhere	Column 5 Sum of Raw Frequencies and Percentages
1. Understanding the meaning of democracy	27 42.9	21 33.3	15 23.8	0 0	63 100.0
2. Developing a pleasing personality	2 3.1	38 59.4	24 37.5	0 0	64 100.0
3. A good preparation for college	59 96.8	0 0	1 1.6	1 1.6	61 100.0
4. Getting along with the opposite sex	0 0	43 67.3	20 31.2	1 1.5	64 100.0
5. Understanding the meaning of freedom	19 31.7	11 18.3	27 45.0	3 5.0	60 100.0
6. How to be a leader	2 3.7	39 72.3	10 18.5	3 5.5	34 100.0
7. Knowing that I am as important as anyone else	12 19.4	11 17.7	28 45.2	12 17.7	62 100.0
8. Preparation for a job	50 79.4	2 3.1	7 11.1	4 6.4	63 100.0
9. Fair play	2 3.2	46 75.5	11 18.1	2 3.2	61 100.0
10. How to make good decisions and choices	25 39.0	14 21.9	24 37.6	1 1.5	64 100.0
11. Where I fit in here at School	24 39.4	29 47.5	3 4.9	5 8.2	61 100.0
12. How to use free time wisely	27 45.8	7 11.8	19 32.2	6 10.2	59 100.0
13. Understanding the meaning of justice	25 41.0	12 19.7	18 29.5	6 9.8	61 100.0
14. How to be popular	3 5.0	44 73.3	3 5.0	10 16.7	60 100.0
15. How to take adult responsibility	16 26.2	18 29.5	27 44.3	0 0	61 100.0
16. Understanding myself	13 21.7	7 11.6	31 51.7	9 15.0	60 100.0
17. Working democratically with others	9 14.3	43 68.3	9 14.3	2 3.1	63 100.0
18. Understanding the meaning of social equality	14 22.9	27 44.3	16 26.3	4 6.5	61 100.0
19. Understanding and getting along with other people	9 14.0	37 57.9	18 28.1	0 0	64 100.0
20. What other students think is important	22 35.5	34 54.9	4 6.4	2 3.2	62 100.0

Comment: As seen from Table 102 the learnings are rated under each column. In the first column, learnings ascribed primarily to the first curriculum are indicated. Items with high percentages in the first column are given below. The numbers following each item show their position in the questionnaire; the percentages indicate the proportion of students who indicated that the item on the left was learned in courses, rather than in extra-curricular activities or out-of-school.

1.	A good preparation for college (3)	96.8 %
2.	Preparation for a job (8)	79.4 %
3.	How to use free time wisely (12)	45.8 %
4.	Understanding the meaning of democracy	42.9 %
5.	How to make good decision and choices (10)	39.0 %

Under column 2 the extra-curricular activities on the following items were mentioned. The percentages indicate the number of times the items were placed under the column extra-curriculum activities rather than under courses, or out-of-school.

1.	Fair play (9)	75.5 %
2.	How to be popular (14)	73.3 %
3.	How to be a leader (6)	72.3 %
4.	Working democratically with others (17)	68.3 %
5.	Getting along with the opposite sex (4)	67.3 %
6.	Developing a pleasing personality (2)	59.4 %
7.	Understanding and getting along with other people (19)	57.9 %
8.	What other students think is important (20)	54.8 %
9.	Where I fit in here at school (11)	67.5 %
10.	Understanding the meaning of social equality (18)	44.3 %
11.		

In out-of-school activities such as the home, church, scouts, and so forth, the following activities were rated most highly.

1.	Understanding myself (16)	51.7 %
2.	Knowing that I am as important as anyone else (7)	45.2 %
3.	Understanding the meaning of freedom (5)	45.0 %
4.	How to take adult responsibilities (15)	44.3 %
5.	How to make good decisions and choices (10)	37.6 %

Comment: The students overwhelmingly consider that the regular curriculum as the place for them to get a good preparation for college (3) and preparation for a job (8). Such things as leadership (6), fairplay (9) and working at popularity considered to be learned in extra-curricular activities.

Apparently, students do not learn to understand themselves (16) in school either in the extra-curricular activities or the regular curriculum but consider the out-of-school activities to be the place where this is learned.

It is also seemingly true that freedom (5) is identified with out-of-school activities also. How to take adults responsibilities (15) is also learned outside the school. One might wonder whether the school treats young people in as an adult fashion as it could and perhaps should.

Going to the second part of the question, it can now be seen which of the things that students want to get out of high school are to be found in the second curriculum. Taking the first ten items in order of rank from the first question, Table 101 and looking at Table 102 to discover where students consider that they learn the, the following results are obtained:

a. Four of the top ten items are learned primarily in the first curriculum. The items are: 1) understanding the meaning of democracy, 2) (3) a good preparation for college, 3) (8) preparation for a job, and 4) (10) how to make good choices and decisions.

b. Four of the first ten items are learned primarily in the second curriculum. They are: 1) (2) Developing a pleasing personality, 2) (4) Getting along with the opposite sex, 3) (17) Working democractically with others, and 4) (19) Understanding and getting along with other people.

c. Two of the top ten items are learned primarily out of school. They are: 1) (15) How to take adult responsibility, 3) (16) Understanding myself. How to make good choices and decisions (10) is learned in the classroom to only a slight degree more than it is out of school.

From these results it can be said that some of the learnings that the students rate as being most important to them are learned in the first curriculum, the second curriculums, and some are learned outside of school.

3. The third question asks specifically what the students learn in the second curriculum. Turning back to Table 102, the results are shown below:

1.	Fair play (9)	75.5 %
2.	How to be popular (14)	73.3 %
3.	How to be a leader (6)	72.3 %
4.	Working democratically with others (17)	68.3 %
5.	Getting along with the opposite sex (4)	67.3 %
6.	Developing a pleasing personality (2)	59.4 %
7.	Understanding and getting along with other people (19)	57.9 %
8.	What other students think is important (20)	54.9 %
9.	Where I fit in here at school (11)	47.5 %
10.	Understanding the meaning of social equality (18)	44.3 %

Comment: It would appear that the personal and social aspects of the life of a student are learned in the second curriculum whereas in the first curriculum the preparation for one's vocation seems to be the central aspect.

The order of rank does not indicate the order of importance of the items to the students. Rather, it indicates the precision with which the students could tell where that item was learned. The students were more sure, for instance that fair play, how to be popular, and how to be a leader were learned in the second curriculum than they were that "where I fit in here at school," and "understanding the meaning of social equality" were learned in the second curriculum.

4. What are the major learning situations in the second curriculum? Table 103 shows the major learning situations in the second curriculum. The table summarizes the results of question 16 of the questionnaire in which the students were given a number of extra-curricular activities such as athletics, clubs, etc. and were asked to indicate where they learned those things that they had indicated on question 15 were learned in extra-curricular activities.

Table 103

Major Learning Situations of the Second Curriculum

	Percentages						
	Athletics	Clubs	Parties	Student Govt.	Friendships	Total	Total # Responses
1. Understanding the meaning of democracy	8.5	31.4	8.5	45.7	5.7	99.8	35
2. Developing a pleasing personality	4.6	16.2	30.2	11.6	37.2	99.8	43
3. A good preparation for college	14.2	- -	14.2	28.5	42.8	99.7	7
4. Getting along with the opposite sex	2	12.2	44.8	6.1	34.6	99.7	49
5. Understanding the meaning of freedom	15.7	21	10.5	47.3	5.2	99.7	19
6. How to be a leader	20.9	44.1	- -	30.2	4.6	99.8	43
7. Knowing that I am as important as others	18.7	25	- -	12.5	43.7	99.9	16
8. Preparation for a job	50	25	- -	25	- -	100.0	4
9. Fair play	53.8	9.6	1.9	9.6	25	99.9	52
10. How to make good decisions and choices	12.5	25	- -	37.5	25	100.0	16
11. Where I fit here at school	11.1	2.5	11.1	22.2	30.5	99.9	36
12. How to use free time wisely	28.5	28.5	- -	35.7	7.1	99.8	14
13. Understanding the meaning of justice	27.2	- -	- -	72.7	- -	99.9	11
14. How to be popular	4.7	17.4	36.5	3.1	38	99.7	63
15. How to take adult responsibilities	8.3	37.5	4.1	37.5	12.5	99.9	24

Table 103 - Continued

	Percentages						
	Athletics	Clubs	Parties	Student Govt	Friendships	Total	Total# Responses
16. Understanding myself	12.5	12.5	- -	12.5	62.5	100.0	8
17. Working democratically with others	7.2	36.5	5.4	40	10.9	100.0	55
18. Understanding the meaning of social equality	6.5	23.9	23.9	19.5	26	99.8	46
19. Understanding and getting along with other people	14.1	17.9	24.3	12.8	30.7	99.8	78
20. What other students think is important	3.8	19.6	9.8	37.2	27.4	97.8	51
Total Number of Responses	92	150	108	155	165	- -	670

Comment: From Table103 it can be seen that in athletics fair play (9) is learned. Aside from fair play, athletics does not account for much learning according to the students. In clubs students learn primarily how to be a leader (6) working democratically with others (17), where a person fits in, (11), and understanding the meaning of social equality (18). In parties the majors learnings are getting along with the opposite sex (4), how to be popular (14) developing a pleasing personality (2), in understanding the meaning of social equality (18). In student government the major learnings are working democratically with others (17), and what other students think is important (20), and to a certain extent, how to be a leader (6). More learnings are ascribed to friendships than any other aspect of extra curricular activities. Perhaps the most important learnings are how to be popular (14), developing a pleasing personality (2), understanding and getting along with other people (19), and where I fit in (11). Other important learnings ascribed to friendships are: getting along with the opposite sex (4) fair play (9), understanding social equality (18), and what other students think is important (20).

If total number of responses is an indication of the importance of learning situations, then friendships, student government and clubs are the most important learning situations in extra-curricular activities, and parties and athletics are the least.

The results are further clarified in Figure 2 as found on the following page.

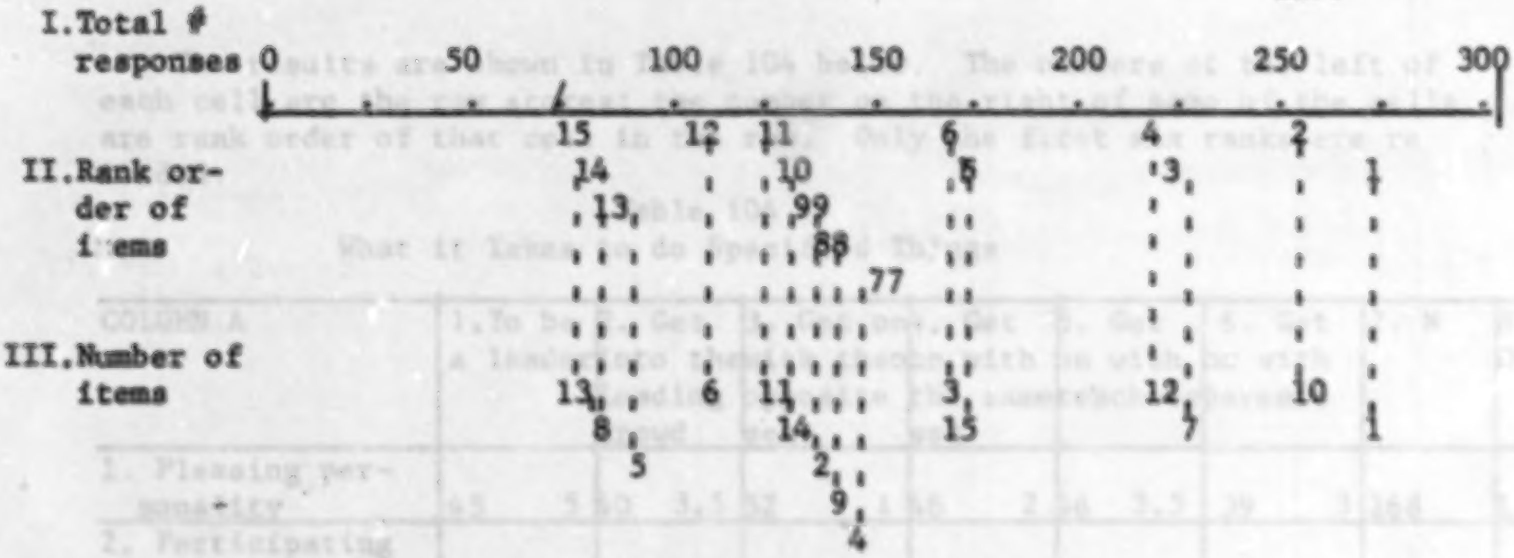

Figure 2
Graphic Representation of Rank Order and Total Number of Responses of Items in Column A, Table 104

Comment: The most important prerequisite for all kinds of activities and relationships with others is a pleasing personality Item (#1). Closely allied to a pleasing personality is being friendly (#10). These two items may have to do with ease in social relationships. There is a drop to thenext two prerequisites which are being sincere and honest (Item #7) and having the desire (#12). These two items may have to do with high moral standards.

After another considerable drop there is a cluster of seven items that seem to contain two elements: academic success and being a good citizen in school life. In the academic cluster are items: Being intelligent Item #4, having ideas and presenting them well (Item #9), working hard (Item #14). In the good citizen cluster are the following: Being emotionally stable (Item #15), having the respect of the students (Item #3), particpating in activities (Item #2), being a good follower (Item #11).

Still further down the rank order are two closely related items: Having the right friends (Item #6), and being well dressed and having money (Item #5). The final two items ranked the lowest and are: Having special talents (Item #8), and being an individualist (SItem #13).

5. Are there requirements or prerequisites to the second curriculum? The data collected in this study do not answer this question directly. There is some indirect evidence, however, that there are some prerequisites to the second curriculum.

In question 29 the students are asked what it takes to do various things, such as, being a leader, get into the leading crowd, get on with the opposite sex, and the same sex, get on with teachers, get on with parents.

The results are shown in Table 104 below. The numbers at the left of each cell are the raw scores; the number on the right of some of the cells are rank order of that cell in the row. Only the first six ranks are recorded.

Table 104
What it Takes to do Specified Things

COLUMN A	1. To be a leader		2. Get into the leading crowd		3. Get on with the opposite sex		4. Get on with the same sex		5. Get on with teachers		6. Get on with parents		7. N	8. Rank Order
1. Pleasing personality	45	5	40	3.5	52	1	46	2	46	3.5	39	3	268	1
2. Participating in activities	44	6	40	3.5	16		18		20		7		145	9
3. Having the respect of students	48	2.5	31		26	6	30	54	22		11		168	6
4. Being intelligent	42		13		21		17		44	6	16		153	7
5. Being well-dressed, having money, car	6		43	2	21		13		1		2		862	13
6. Having right friends, being in the right crowd	48		40	1	21		21		4		10		114	12
7. Being sincere, honest, taking responsibility	46	4	10		36	4	34	3	49	1	50	1	225	3
8. Having special talents	16		23		8		8		16		9		80	14
9. Having ideas and being able to present them	49	1	11		12		11		47	2	19		149	8
10. Being friendly	39		34	5	48	2	49	1	45	5	40	2	255	2
11. Being a good follower	22		27		14		24		29		16		132	11
12. Having the desire for it	48	2.5	32	6	32	5	31	4	37		38	4	218	4
13. Being an individualist	21		6		9		7		17		20		79	15
14. Working hard	43		9		4		9		46	3.5	29	6	140	10
15. Being emotionally stable	32		16		37	3	27	6	29		34	5	175	5
N	514		379		357		345		452		340		2387	

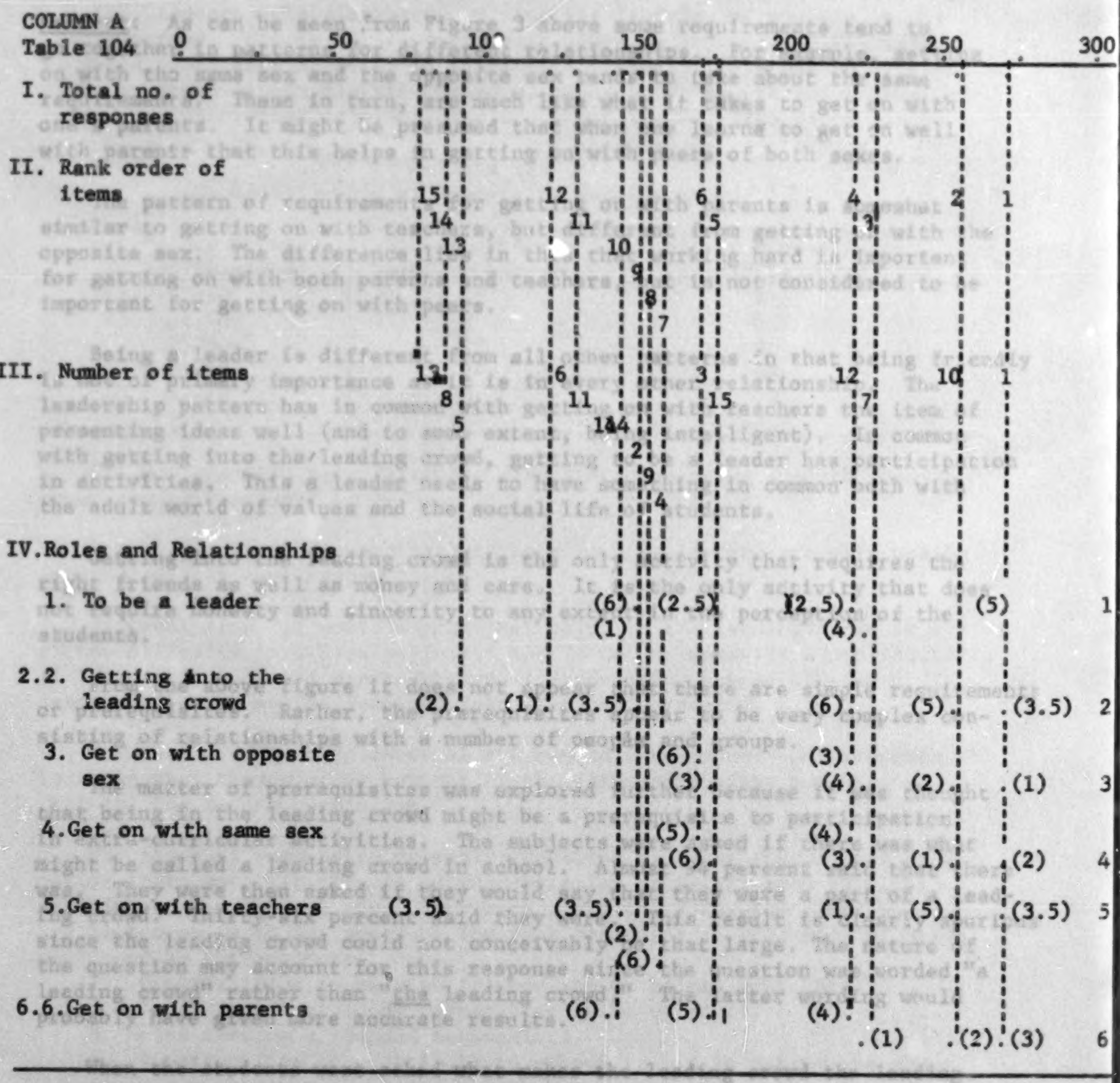

Figure 3
Profiles of Roles and Relationships in Terms of What requirements

Comment: As can be seen from Figure 3 above some requirements tend to go together in patterns for different relationships. For example, getting on with the same sex and the opposite sex tends to take about the same requirements. These in turn, are much like what it takes to get on with one's parents. It might be presumed that when one learns to get on well with parents that this helps in getting on with peers of both sexes.

The pattern of requirements for getting on with parents is somewhat similar to getting on with teachers, but different from getting on with the opposite sex. The difference lies in this that working hard is important for getting on with both parents and teachers, but is not considered to be important for getting on with peers.

Being a leader is different from all other patterns in that being friendly is not of primary importance as it is in every other relationship. The leadership pattern has in common with getting on with teachers the item of presenting ideas well (and to some extent, being intelligent). In common with getting into the leading crowd, getting to be a leader has participation in activities. This a leader needs to have something in common both with the adult world of values and the social life of students.

Getting into the leading crowd is the only activity that requires the right friends as well as money and cars. It is the only activity that does not require honesty and sincerity to any extent in the perception of the students.

From the above figure it does not appear that there are simple requirements or prerequisites. Rather, the prerequisites appear to be very complex consisting of relationships with a number of people and groups.

The matter of prerequisites was explored further because it was thought that being in the leading crowd might be a prerequisite to participation in extra-curricular activities. The subjects were asked if there was what might be called a leading crowd in school. Almost 94 percent said that there was. They were then asked if they would say that they were a part of a leading crowd. Thirty-six percent said they were. This result is clearly spurious since the leading crowd could not conceivably be that large. The nature of the question may account for this response since the question was worded "a leading crowd" rather than "the leading crowd." The latter wording would probably have given more accurate results.

When the students were asked what makes the leading crowd the leading crowd, they (the boys) responded with such answers as: smart, talents, popularity, economic status. Girls mentioned such things as intelligence, money, enthusiasm, dress, friends, best looking.

Finally, the subjects were asked if they would like to be part of the leading crowd. Approximately 32 percent said yes.

The students were also asked to name the leaders and who was in the leading crowd. Thirty six students were named as leaders. Fifty nine students were named as being in the leading crowd. There was an overlap of 25 students--those who were named as being both leaders and in the leading crowd. These relationships are shown in Table 105 below.

Table 105
Relationship of Leaders to Leading Crowd

No. of Votes Received	No. of Students Named as Leaders	No. of Students in Leading Crowd
41-50	2*	0
31-40	0	0
21-30	1*	0
11-20	2*	6*
6 -10	5	7*
1 -5	26	46

All numbers with asterisks were also listed as being in both leading crowd and as leaders.

Comments. In the perception of the students, leaders are more easily identified than the leading crowd.

In conclusion, it would appear that being in the leading crowd is a rather diffusely perceived activity; and is not necessarily a pre-requisite to leadership. At the upper echelon of leadership, however, being a leader and being in the leading crowd is closely related.

6. What are the objectives of the second curriculum? Can students indicate what they want to get out of the extra-curricular activities, that is, the second curriculum.

The students were asked directly (Question 19) what they wanted to get out of their participation in extra-curricular activites such as clubs, activities, and sports, etc. They were given the following items which are listed below in the order of the rank according to frequency of being mentioned by the subjects.

1. Opportunities to be with friends and do things with them.
2. It is important in my preparation to be an adult.
3. Helps develop a rounded personality.
4. Opportunities to contribute to school spirit in making the school run smoothly.
5. A feeling of belonging.
6. Helps me develop talents.

Comment. It would

Comment. It would appear that students are able to differentiate their objectivesl Their major objective seems to appear not to be connected with learning, nor is it a service objective, nor does it have to do with developing talents, but rather for their social and personal enjoyment in their peer culture. If this is true, then the second curriculum is probably not perceived primarily as a curriculum or as learning experiences by students. This suggests that the learnings that do occur are perhaps attained unconciously or incidentally to the main purpose of having a good time. According to the answers given in question 19 the relationship of extra-curricular activites to adulthood is fairly clearly seen by students, and they hope to gain some preparation for their adult role through it. That is not to say, however, that they perceive that their role in their peer society will someday be replicated in their role in the adult community.

Belongingness does not rate very highly as a conscious incentive for participating in extra-curricular activities. The development of talents is also of low priority.

7. To what extent have students talked or consulted with adults or peers with regard to the extra-curricular activities? This question was not directly answered, but some indirect evidence is available from the data, however. In question 18 of the questionnaire the students were asked to whom they went for help with various problems listed for them, the results are given in Table 106. The upper figure in each cell is the raw score or frequency with which the item was mentioned by the students. The middle figure is the percentage of the total for the row. The lower figure is the rank order of the figure for the row.

To

Table 106

To Whom Students go for Help With Problems

	1. Teachers	2. Counselor	3. Parents	4. Minister Priest Rabbi	5. Friends of same sex	6. Friends of opposite sex	7. Nobody	8. I don't have this problem	Total
1. Personal problems, unhappiness, disappointments, troubles, etc.	1 1.3 7	2 2.7 5.5	22 29.7 2	2 2.7 5.5	28 37.8 1	9 12.1 4	10 13.5 3	0 --- 8	74 99.8
2. Academic problems, what courses to take, scheduling, electives, etc.	8 10.2 3	51 65.4 1	13 16.6 2	0 --- 7.5	3 3.8 4	1 1.3 6	0 --- 7.5	2 2.6 5	78 99.9
3. Vocational problems, planning a career, getting jobs, finding out your job interests, etc.	5 7.1 3.5	34 48.6 1	23 32.7 2	0 --- 7.5	2 2.8 5	0 --- 7.5	1 1.4 6	5 7.1 3.5	70 99.7 --
4. Social problems, getting along with others, boy-problems or girl-problems, etc.	0 --- 8	1 1.4 6.5	10 14.7 2	1 1.4 6.5	31 45.6 1	9 13.2 3.5	9 13.2 3.5	7 10.3 5	68 99.8
5. Family problems getting along with parents, brothers, sisters	0 --- 8	1 1.4 7	20 29.4 1	4 5.9 6	11 16.2 3.5	5 7.3 5	16 23.5 2	11 16.2 3.5	68 99.9
6. Teacher problems getting along with teachers, discipline, getting work done, grades, etc.	11 15.9 4	7 10.1 6	14 20.2 1	0 --- 8	13 18.8 2.5	3 4.3 7	8 11.6 5	13 18.8 2.5	69 99.7
7. College problems, how to apply to and get in the college you want	1 1.5 6	43 66.1 1	9 13.8 2	0 --- 8	3 4.6 4	1 1.5 6	1 1.5 6	7 10.7 3	65 99.6
8. Problems with the law, trouble with police or authorities	0 --- 6.5	1 1.6 4	10 16.4 2	0 --- 6.5	3 4.9 3	0 --- 6.5	0 --- 6.5	47 77.0 1	61 99.9
Rank order of Ranks	6.5	3.5	1	8	2	6.5	5	3	
Total of Raw Scores	26	140	121	7	94	28	45	92	553

Comment: As indicatdd in Table 106, the parents were the highest rank of persons consulted by the students. Parents, however, served primarily as a second line of consultation in most problems. It would appear that with most problems the students went to someone else first and to the parents second. With social problems, for example, they tended to go first to the friends of the same sex, and then to the parents. This order is also true of personal problems. On academic problems, however, they went to the counselor first and then to the parents second. On the family problems and teacher problems, however, they first went to parents first.

It is interesting to note that the counselors received the largest total raw score. Their scores, however, were concentrated in three problems: academic problems, college problems, and vocational problems.

It is interesting to note further that teachers are next to the bottom of the list of persons who are consulted for help, along with friends of the opposite sex.

In question #3, students were asked whether they had talked with anyone weriously about what they wanted to get out of highschool. This question is also more general than merely what they wanted to get out of extra-curricular activities. About 62 percent responded yes to the question. Parents and friends were virtually the same as being the persons to whom students go to talk about what they want to get out of school. Together parents and friend garner almost two-thirds of the votes. Counselors are third getting about one-fifth of the votes. Teachers are least getting one-eighth of the votes.

8. By what method does a student learn what the second curriculum has to offer?

In question 17, the students were asked to describe how they learn the various things that are listed in Question 15. The choices they were given were 1) Lectures by teachers, 2) Reading, 3)Watching and imitating others, 5) Talking it over with adults, 6) Talking it over with buddies, 7) Classroom discussion, and column for 4) "I don't know." Columns 3, 5, 6, are considered to be methods that are appropriate to the second curriculum.

Table 107
How Students Learn what they Learn

What I learn

How I learn it

Column A	1	2	3	4	5	6	7	8
	Lectures by Teachers	Reading	Watching imitating others	I don't know	Talk it over with adults	Talk it over with buddies	Classroom discussion	Raw Score Percent
1. Understanding the meaning of democracy	18 27.7 2	7 10.7 3.5	3 4.6 5	7 10.7 3.5	2 3.0 6.5	2 3.0 6.5	26 40.0 1 - Rank Order	65 99.7
2. Developing a pleasing personality	0 - 7	1 1.6 5.5	19 30.1 2	24 37.9 1	2 3.1 4	16 25.5 3	1 1.6 5.5 - Rank Or.	63 99.8
3. A good preparation for college	28 38.8 1	16 22.2 3	0 - 7	3 4.1 5	4 5.5 4	1 1.4 6	20 27.8 2	72 99.8
4. Getting along with the opposite sex	0 - 6	0 - 6	14 22.2 3	19 30.1 2	6 9.5 4	24 38.0 1	0 - 6	63 99.8
5. Understanding the meaning of freedom	8 12.1 3	17 25.7 2	4 5.3 6	5 7.6 4.5	5 7.6 4.5	3 4.5 7	24 36.3 1	66 99.1
6. How to be a leader	2 3.1 7.5	3 4.7 5.5	26 41.2 1	15 23.8 2	3 4.7 5.5	4 6.3 4	10 15.8 3	63 99.6
7. Knowing that I am as important as anyone	2 3.3 6	1 1.6 7	5 8.3 4	24 40.0 1	12 20.0 3	13 21.6 2	3 5.0 5	60 99.8
8. Preparation for a job	14 22.7 1.5	13 21.3 3	4 6.5 6	8 13.1 4	14 22.7 1.5	1 1.6 7	7 11.4 5	61 99.3
9. Fair Play	1 1.6 7	2 3.2 6	18 29.5 2	8 13.1 3	6 9.8 5	19 31.1 1	7 11.4 4	61 99.7
10. How to make good decisions and choices	5 8.0 5.5	5 8.0 5.5	9 14.5 2	8 12.9 3	26 41.9 1	3 4.8 7	6 9.7 4	62 99.8
11. Where I fit in here at school	3 5.0 5	0 - 5	5 8.3 3	29 4833 1	2 28.3 6	17 8863 2	4 98.6 4	60 99.8
12. How to use free time wisely	13 21.3 2	7 11.4 4.5	10 16.4 3	16 26.2 1	7 11.4 4.5	3 4.9 7	5 8.2 6	61 99.8
13. Understanding the meaning of justice	22 39.2 1	11 19.6 2	3 5.3 5.5	6 10.7 4	3 5.3 5.5	2 3.5 7	9 16.0 3	56 99.6
14. How to be popular	0 - 6	0 - 6	22 36.6 1	17 28.3 3	2 3.3 4	19 31.6 2	0 - 6	60 99.8
15. How to take adult responsibility	3 4.8 5.5	2 3.2 7	5 8.0 4	9 14.5 2	34 54.8 1	3 4.8 5.5	6 9.7 3	62 99.8

Table 107 - Continued
How Students Learn what they Learn

What I learn Column A	1 Lectures by Teachers	2 Reading	3 Watching imitating others	4 I don't know	5 Talk it over with adults	6 Talk it over with buddies	7 Classroom discussion	How I learn it 8 Raw Score Percen
16. Understanding myself	2 3.0 5.5	6 9.1 4	0 - 7	25 37.8 1	11 16.6 3	20 30.3 2	2 3.0 5.5	66 99.8
17. Working democratically with others	7 11.3 4	3 4.8 6	10 16.1 2	5 8.0 5	1 1.6 7	9 14.5 3	27 43.5 1	62 99.8
18. Understanding the meaning of social equality	14 20.9 2	13 19.4 3	3 4.5 6.5	8 11.9 5	3 4.5 6.5	11 16.4 4	15 22.2 1	67 99.8
19. Understanding and getting along with other people	1 1.6 6.5	1 1.6 6.5	14 22.2 2	13 20.6 3	7 11.1 4.5	20 31.7 1	7 11.1 4.5	63 99.9
20. What other students think is important	1 1.5 6.5	1 1.5 6.5	5 7.8 4	8 12.5 3	3 4.7 5	34 53.1 1	12 18.7 2	64 99.8
	144	109	179	257	153	224	191	1257

Comment: As seen from Table 107 the most frequent response to the question "How do you learn." was "I don't know," and the least frequent response is "reading." Talking things over with buddies is generally an important way for students to learn as is classroom discussion.

The following items were considered by the students to be learned in the second curriculum; how they are learned is indicated from Table 107.

2. Developing a pleasing personality was checked primarily, "I don't know." Watching and imitating others was the second most frequently checked way of learning to develop a pleasing personality.

4. Getting along with the opposite sex was learned primarily in talking it over with buddies. The second most popular response was "I don't know."

6. How to be a leader is learned primarily by watching and imitating others and secondarily, "I don't know."

9. Fair play is learned primarily through talking it over with buddies and secondarily through watching and imitating others.

11. Where I fit in at school was checked primarily, "I don't know" and secondarily, talking it over with buddies.

14. How to be popular is checked primarily watching and imitating others and secondarily, talking over with buddies.

17. Working democratically with others is checked primarily through classroom discussion and secondarily through lectures by teachers.

19. Understanding and getting along with other people is learned primarily through talking over with buddies and secondarily watching and imitating others.

20. What other students think is learned primarily through talking it over with buddies, and secondarily, through classroom discussion.

The category I don't know, is the most frequently checked category. Therefore, it would seem that there are many things about their informal education that students probably have not thought about or have not tried to identify.

Comment: Because of the focus that this study has on leadership it is interesting to emphasize that leadership is learned primarily through watching and imitating others and then the next most and frequent mentioned is quote, "I don't know." This is in line with other findings that are reported in other sections of this study that students are not very clearly aware of the method or the manner in which they learn leadership.

9. How do the students evaluate successful achievement and performance in the second curriculum?

The students were asked (Question 20) how they could tell if they were successful in extra curricular activities. They were given six items from which to choose. The number of responses for each choice were tabulated and the items were ranked in order of the number of responses. The items are given below in their rank order.

1. Friends and classmates praise you.
2. You get elected to offices.
3. Other
4. Teachess praise you.
5. Parents praise you.
6. You get more privileges.

The main answer that was given to "other" was personal satisfaction. An inspection of thesrank order of items reveals that the major source of evaluation of success in the second curriculum comes from fellow students. The adult world of teachers and parents runs a poor second or even third to the peer world.

10. To what extent does the second curriculum serve as a field test or laboratory of the first?

This question was answered in question #15 of the questionnaire. (See Table on this). In this question the students were asked where they learned the meaning of the democracy (1) the meaning of freedom (5), the meaning of justice (13) and the meaning of social equality. (18) The "laboratory" counterpart of these questions were as follows: Working democratically with others (17), how to use free time wisely (12) fair play (9), and knowing that I am as important as anyone else (7).

The meaning of democracy and the meaning of justice are learned primarily in the classroom according to the students. Themeaning of freedom is learned primarily outside of school, but to some extent also in the classroom. The meaning of social equality, however, appears to be learned in extra-curricular activities to a greater extent than in the classroom. Working democratically with others is seen as the field test or laboratory test of democracy as it is learned in the classroom. According to the students, this relationship between understanding the meaning of and learning to apply democracy does exist.

Justice is learned in the classroom and fair play is learned in extra-curricular activities. Social equality is learned in the extra-curricular activities but finding out that one person is as important as anyonee else is learned primarily outside of school. The relationship between meaning of freedom and the practice of making wise choices is just reversed, the latter being learned in the classroom and the meaning of it learned outside of school altogether. The use of freetime is evidently not the action counterpart of freedom but rather was perhaps interpreted as how to keep from wasting time which is learned in the classroom. Freedom is evidently not associated with school as much as it is with activities outside school.

It is probably also significant that the meaning of social equality is not well taught in the schools. The classroom, evidently does not teach it as well as do extra-curricular activities. Perceiving oneself as being personally as important as anyone else is learned primarily outside of school.

The question of justice was pushed further in revised question which borrowed from the study of students values reported in the previous section. Students were asked to indicate how many students in their high school are getting a fair deal. The responses were as follows on the next page.

All of them	9.9%
Most of them	59.0%
About half of them	26.2%
A few of them	4.9%
None of them	0.0%
Total	100.0%

In the estimation of the students there are some students who are not getting a fair deal, i.e., are not being done justly by the school.

When the students were asked, however, whether they themselves had been getting a fair deal, about 94 percent said they were and about 6 percent said they were not. When asked further whether there was anything they could do about it to help kids get a fair deal in high school, 54 percent said there was nothing they could do and 45 percent said there was. These latter results may indicate that the injustices or unfairnesses may be more imagined than real. Even if that is the case, they are just as good as real if they are perceptions that are acted upon by the students.

When students were asked what they could do to help students who were not given a fair deal, some of them put the responsibility on adults, others on students. Answers in the former line include counseling, need fair teachers, change class arrangements. Answers along the second line include less prejudice and fewer cliques, be their friends, practice it myself.

Students who said that there was nothing they could do to help those who were not being given a fair deal shirked the responsibility saying, "It's not up to me," and "Who am I?" Others said that the responsibility lies with the students themselves. Some typical responses are, "Must work themselves," "Don't want to be helped," "It's up to the kids themselves."

11. 11. To what extent do students respond differentially to or value the first and second curricula?

In question 21 and 22 of the questionnaire students were asked to check the items from which they get the "biggest kick" and the items as to the "long range importance" to them. The rationale behind the question arises out of Coleman's statement, "They (adolescents) are still oriented toward fulfilling their parents' desires, but they look very much to their peers for approval."[6] We expected the students to indicate that they got their immediate satisfactions in every day activities from extra-curricular activities and their peer group, but that they looked to adults and the first curriculum for their long range satisfactions.

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[6] James S. Coleman, "Social Climates in High Schools," Cooperative Research Monograph, No. 4, Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1961, p. 7.

The results are given below. In answer to question 21, where they get their "kicks" the students answered in the following rank order:

1. Dating
2. Extra-curricular activities
3. Family life
4. Church activities, scouting, etc.
5. School work

In response to the question of what was of long range importance to them, the students ranked the items as follows:

1. School work
2. Family life
3. Dating
4. Church, scouting, etc.
5. Extra-curricular activity

In question 38 students were asked what they talk about with a group of friends. The assumption is that what they talk about is important to them. This question was probably interpreted to mean what students talk about together outside of school. First in order iin importance was extra-curricular activities; second was girl friends and boy friends, third was beliefs and ideas, fourth was school work and fifth was future plans.

This question is in line with question 21 wherein it was indicated that students get their immediate satisfactions from adolescent conversations.

Referring to the question #1 of the questionnaire, the students indicated what things they wanted to get out of school. Later they indicated where they learned these things - in the regular curriculum, extra-curricular activities, or outside of school. It does not appear to be possible to say to what extent one part of their school life is more important than another. Rather, it seems that each serves a function of its own: the first curriculum for long range goals, the second for more, immediate satisfactions.

12. To what extent is the learning of Leadership a function of the First or Second Curriculum?

In question 15 of the questionnaire students indicated that learning to become a leader was learned in the extra-curricular activities particularly in clubs and student government (Question 16). In question 1 however, it was found that learning to be a leader is not high priority for many students. In question 17 it was indicated that students learned to become leaders by watching others; on the other hand many indicated they did not know how they learned it.

IV. Conclusions

1. Students can indicate what they want to get out of school in general.

2. Students can sort out where they learn, what they do learn - the first curriculum, the extra-curricular activities, and out of school activities. Some of the important things that students want to get out of school are learned in the second curriculum.

3. Students can indicate what they learn in the second curriculum, some learnings, being more easily ascribed to the second curriculum than others.

4. Students can tell where in the second curriculum they learn various things. They rated their most important learnings as to where it was learned. Friendships, student government, clubs are the most important places; parties and athletics the least.

5. There are complex re-requisites for various learning situations in the second curriculum. These pre-requisites are patterned in terms of certain roles and relationships. Being in the leading crowd does not appear to be closely related to leadership in the conscious perception of the students.

6. Students can indicate the objectives of the second curriculum, that is, what they hope to get out of it. Perhaps much of what is learned in second curriculum may be unconscious.

7. It was not determined whether students consult with others about what they want to get out of the second curriculum. They consult with parents primarily on most problems and presumably for the second curriculum, too.

8. Talking it over with buddies, classroom discussion, watching and imitating others are the primary methods of learning in the second curriculum. The major response to this question, however, was "I don't know," indicating again that the students are largely unaware of how they learn what the second curriculum has to offer.

9. Major source of evaluation of success in second curriculum is from fellowsstudents. The adult world is less important for this purpose.

10. In many respects the second curriculum serves as a field test for the first curriculum. Democracy and justice show this relationship most clearly.

11. Students, it appears, value the first curriculum primarily for its long range staisfactions; the second curriculum for its immediate satisfactions.

12. Leadership is taught and learned primarily in the second curriculum. However, it is not an important aspect of the second curriculum.

V. Summary

The concept of the second curriculum was elaborated and made operational. It was tested with a questionnaire. A group of 61 students were used as subjects. Their responses were tabulated. The concept of second curriculum was seen as a useful concept to describe what was taking place in the lives of students. Leadership was also found to be learned primarily in the second curriculum.

Part V

A Laboratory Study of Leadership

I. Introduction

One of the purposes of this present study was to discover the relationship between the intellectual ability of an individual and his intellectual performance in a group and the mechanisms whereby this individual ability is translated into leadership performance. Is there a relationship between the level of intellectual performance as measured individually and the level of intellectual performance of the same person when he is in a group? If so, what is the nature of the relationship?

The questions posed above are related to a broader question that has been and still is an important concern of researchers on leadership, namely, to what extent should leadership be considered a general personality trait and to what extent is it a situational phenomenon?

In considering leadership as a general personality trait the major emphasis is placed upon the individual possession of the supposedly general trait of leadership in varying degrees. Those individuals who have a "large amount" of this trait are presumed to become leaders, no matter in what group they are found.

Situational leadership is considered to be determined by the group situation. The members of the group respond sensitively and rationally to the requirements of the task that confronts the group. The individual with the greatest amount of ability to solve the particular problem confronting the group at a particular time responds and becomes the leader until another situation develops that causes a shift of requirements, and someone else with a more suitable set of abilities responds and becomes a leader. Leadership is distributed among a number of group members all of whom may be leaders from time to time; it does not reside as a general personality trait in only one member.

The hypothesis to be tested in this research is that situational leadership and general trait leadership may be seen as two extreme positions on a continuum rather than two discontinuous categories and that between them lie a series of categories in which situational and general trait leadership are combined in various proportions. That is to say, if one were to classify a large population of leadership situations they would tend to form a distribution, at one extreme of which one would find a few examples of situational leadership;; at the other extreme would be a few examples of general trait leadership, and in between would be a large number of examples of mixed general-trait and situational leadership.

The general plan of attack of the research was to create a population of similar leadership situations and to see how often general-trait and situational leadership occured. The subjects were to be given intellectual tasks to perform both individually and as a two-man "team". A comparison of their individual and group performances was to be made. If one member of the pair, Subject A, for example, was inferior to the other individual, Subject B, on the individual test but superior when they worked together on the group test, then Subject A would be considered to be showing general leadership trait on that particular test. The rationale behind this approach is that Subject A is able to exceed Subject B in the group because of some personality trait which enables him to use his relatively inferior ability to surpass Subject B in group performance. General trait leadership is especially clear when one individual was inferior to the second on individual tasks but superior on all group tasks.

If,onn the other hand, Subject A is inferior to Subject B on the individual tasks, and if Subject B surpasses him on group tasks as well, Subject B will be considered to have displayed situational leadership. That is, he uses his superior ability according to the requirements of the group--when his intellectual abilities are needed he responds and takes over the leadership at that point and relinquishes it when the other group member has superior ability for the task at hand. Situational leadership is especially clear when the two members have contrasting patterns of varying abilities which is also reflected in their group performance.

It was expected that a small number of group test situations would display unambiguous situational leadership and a small number would show clear-cut general trait leadership. Most of the situations would be a combination of both situational and general-trait factors.

II. Definitions

The terms that need to be operationally defined for purposes of this research are group leadership, individual task, group task, general trait leadership, and situational leadership.

Group. Two-man groups were used for the sake of simplifying the interaction between the members.

Leadership. Contribution to the task of the group; the one who contributes most to the solution of the group problem is the leader. Contribution to the solution of group problem is measured by the number of items that each individual in the group contributed to the total solution of the problem.

Individual tasks. Three subtests of the Wechsler Intelligence Scale for Children were used plus an anagrams test. These four tests were selected because they could be readily used as group tasks and a direct comparison could be made between individual and group performances. Further description of the individual tests and the group tasks are given in the section on procedures.

Group tasks. Two of the three WISC subtests, the anagrams test and a questionnaire were used as group tasks. The individuals worked together on them.

General-trait leadership. General-trait leadership occurs when Subject A exceeds Subject B on an individual test but is exceeded by Subject B in his group performance. Subject B shows general-trait leadership. When Subject B outperforms Subject A on all four group sub-tests in spite of being exceeded by Subject A on all individual subtests, most clear-cut case of general-trait leadership occurs.

If Subject B performs consistently in this manner in group after group he gives a clear example of general leadership.

For the purposes of this research it is necessary to make an assumption, namely, that general-trait leadership can be broken down into small, discrete general-trait leadership acts. General-trait leadership will be treated just like situational leadership: the discrete acts will be summated and the proportion of general trait leadership acts to situational leadership acts will be stated.

Situational leadership. Situational leadership occurs when Subject A exceeds Subject B in group performance only on those group tasks in which he exceeds Subject B in individual performance, and where Subject B exceeds Subject A on those group tasks on which he is superior to Subject A.

When Subject A is superior to Subject B on all four individual subtests and also suppasses Subject B on all four group subtests, the matter is somewhat ambiguous with respect to situationality or generality. In such a case generality of leadership cannot be ruled out, since Subject A might have surpassed Subject B because of general trait or a combination of general trait and situational leadership.

Five categories were established to show the connection between general-trait and situational leadership. The first category is situational leadership, the fifth is general-trait leadership.

Category 1. A perfect match between the pattern of individual p performance and the group performance on the four subtests. On those individual tasks in which one member is superior, he is also superior in the group; on those tasks in which he is inferior, he does less well than the other member in the group.

Category 2. One change in the pattern of performance on the four subtests, indicated by one reversal of signs. That is, on one of the four tests. one individual changes his relative position vis-avis his partner. Where as he may have been superior to his partner on a given individual test, in the group test he is inferior, or vice, versa.

Category 3. Two changes as shown by two reversals in signs.

Category 4. Three changes as shown by three reversals in sighs.

Category 5. Four changes, that is, the individual is superior on every group test whereas he had been inferior on all of the individual tests.

III. Procedure

Twenty two children in grades 4 through 6 were tested individually and then joined with another member to form a two-man group in which they were re-tested using different forms of the individual tests. Two rounds of group testing were carried on with different combinations of children in the groups in each round of testing. In the first round 11 groups were tested; nine were used in the second round. The individual and the group testing took place in one session. Individual testing was not repeated for the second round of tests. The two subjects were picked up at their schools at the close of the school day, brought to the group laboratory at Hope College, tested individually and in the group, and returned home.

In each group, boys were joined with boys, the members were grouped by grade level except in a few inadvertent cases in the second round of testing, and the groups were composed of individuals from different schools, so that with only a few exceptions they were not acquainted with each other.

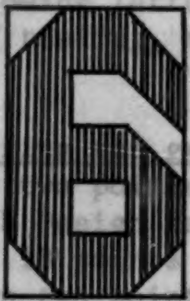
In each situation an average and a bright child were put together so as to enhance the clarity of either situational or general-trait leadership.

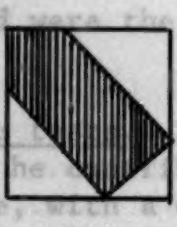
Individual tests. The following four individual tests were used: Block Design, Comprehension, and Object Assembly from WISC. The fourth test was an Anagrams test timed on a two minute basis. The letters used were: B-O-R-E-D, M-A-P-E-D, and S-T-A-I-R.

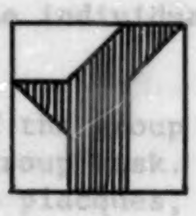
A multiple choice questionnaire was administed to each subject prior to the group task. A form was constructed for boys and one for girls. There were 22 items in the questionnaire. The alternative choices were in many cases equivocal; to some questions there was no one best answer. The questionnaires were "scored" by checking the questions wherein the subjects gave different answers. The questionnaire containing the questions on which the subjects differed was used as one of the group tasks.

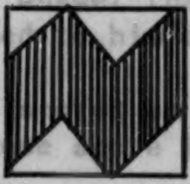
Scoring the individual tasks. The WISC subtests were scored according to WISC criteria. The Anagrams test was scored on the total number of words made in a two minute period.

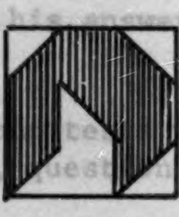
Group tests. The following four group tests were used: The first was a modified Block Design test. A set of sixteen 2½" x 2½" placques were substituted for the Koh's blocks. The placques were made of ¼" plywood. (They were used because they could be photographed more easily than Koh's blocks when in the early stages of the experimenting we took pictures of the groups.) Half of the placques were painted black on one side and diagonally black and white on the other. The other half of the placques were painted white on one side and diagonally black and white on the other. The designs(reduced from 2½" to 1") to be made were cut out of black construction paper and pased on six inch square manilla cardboard. The designs could be made with nine, 15, or 16 placques. No time limits were given. The designs used in the first and second rounds of testing are shown below.

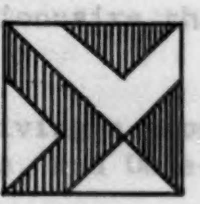




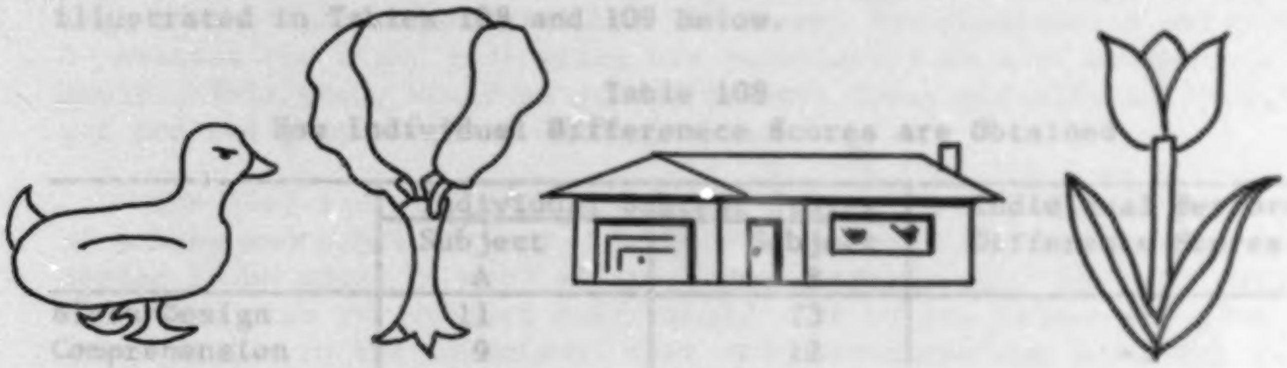








For the second test, the Object Assembly test, in the first round of group testing, the Object Assembly Test from the Wechsler Adult Intelligence Scale was used. This test consists of a Mannikin, Face, Hand, and Elephant. In the second round of testing four new objects were created. They are a Duck, Tree, House, and Tulip. These are shown below.



The third group test was the questionnaire in which the subjects were instructed to discuss the questions on which they had given different answers and to come to an agreement on the answers that they now thought were the best. This test is least closely related of the three to the individual test which was considered its mate--the Comprehension subtest.

The fourth group test was the Anagrams test in which the group was given three two-minute periods to make as many words as they could from the following letters: G-R-E-A-T, S-T-O-N-E, and B-O-A-R-D. In the second round of testing, the letters used were the same as in the individual testing.

Scoring the group performance tests. Each member of the group was credited two points for each item he contributed to the group task. In the Block Design test, for example, with a design of nine placques, a total of 18 points could be earned. For Object Assembly, each subject was given two points credit for each piece he placed in the total assemblage. In anagrams he was given two points of credit for each word he made. The credit was shared with the two subjects, each getting one point when the placing of a piece, or the making of a word was shared.

On the questionnaire task, a subject was given one point of credit for each answer that conformed to his answer on the questionnaire that was administed to him individually.

The scores on each of the group tests were summed, giving a group performance score in Block Design, questionnaire, Anagrams, and Object Assembly.

How these scores were treated is described below.

IV. Treatment of the Data

The individual performance subtests scored were obtained for each member of the two-man group. Individual difference-scores were obtained. The group performance subtest scores of the two members were obtained. Group performance difference scored were obtained. This procedure is illustrated in Tables 108 and 109 below.

Table 108
How Individual Differenece Scores are Obtained

	Individual Subtest Scores		Individual Performance Difference Scores A-B
	Subject A	Subject B	
Block Design	11	13	-2
Comprehension	9	12	-3
Anagrams	18	26	-8
Object Assembly	9	20	-11

Table 109
How Group Difference Scores are Obtained

	Group Subtest Scores		Group Performance Differences Scores
	Subject A	Subject B	A-B
Block Design	17	47	(S+)-30 (S+)
Questionnaire	2	8	(S+)-6 (S+)
Anagrams	28	26	(GL)+2 (GF)
Object Assembly	12	40	(S-)-28 (S+)

The individual subtest scores for both subjects are Transformed scores obtained by methods prescribed in the WISC manual, except for the Anagrams score which is a raw score of the number of words each individual made. Group subtest scores are the number of items each individual contributed multiplied by two, except for the Questionnaire score which is a simple raw score.

Comparison between the individual performance difference scores and the group performance difference scores is one comparison on which the general-trait or situational leadership categorization was made with respect to groups. When the signs between the individual and the group performance difference scores (compare last column of both tables) are the same, situational leadership is indicated. When the signs are different general-trait leadership is indicated. Comparison of the first group performance difference scores with the second group difference scores is the process whereby situational or general-trait leadership with respect to the individual is determined.

In the example given in Tables 108 and 109 above, Subject B is superior to Subject A on all the individual tests as indicated by the m minus sign in the last column of Table 108. These same differences in abilities are evidenced in the group performance of the two subjects as seen in the last column of Table 109 except for Anagrams in which Subject A reverses the sign, indicating his superiority on that subtest in the group. This group would be scored as have three situational leadership act and one general-trait leadership act.

The (S+) and (S-) indicate the occurence of situational leadership of a plus and minus variety. This refinement of the situational leadership needed to be added to mark an important distinction. The plus variety indicates that the subject under whose side of the column the plus appear was superior in the individual test and maintained the superiority. This might be called active or positive situational leadership. The minus sign under the name on the opposite side of the column indicates that that person did not have the superior individual ability and yet participated in the situational aspects of leadership to the extent of assisting the other. Thus situational leadership cannot be less than a two-man proposition; the one who had the superiority is indicated with the plus sign, the "assistant" with a minus sign.

In organizing the data it was found desirable to set up two categories: (GF) and (GL). These stand for General Leadership and General Followership. The latter category, in particular is important to recognize. Followership is the reciprocal, so to speak, of general leadership. Thus, in the second column Subject B surpasses Subject A on Anagrams on the individual test, but Subject A exceeds Subject B in the group. This can be interpreted by saying that Subject A has General Leadership on the group test of Anagrams. It can also be interpreted to say that Subject B has General followership, that is, that Subject B abdicated his ability at the point of that test to Subject A. It is assumed that both general leadership and general followership snatching leadership and abdicating it are involved in the process of General-trait leadership.

For the purposes of this research the significance of differences between test scores was ignored.

V. Results and Discussion

Category 1 rather than giving all the individual and group performance scores, only the Individual performance difference scores and the Group performance difference scores will be given. This is shown in Table 110.

Table 110

Individual and Group Difference Scores in Performance for Ga and Ma

	Individual Performance Difference Scores Ga-Ma	Group Performance Difference Scores Ga-Ma
Block Design	+1	(S+) ±10 (S-)
Comprehension (Questionnaire)	-6	(S-) -1 (S+)
Anagrams	+2	(S+) +8 (S-)
Object Assembly	+3	(S+) +2 (S-)

Table 110 is to be read as follows: In the individual test score differences in the first column Subject Ga out performed Subject Ma on the Block Design, Anagrams, and Object Assembly subtests. On the Comprehension subtest, Subject Ma received a higher score than Subject Ga.

In the last column, Subject Ga out performed Subject Ma on the same tests as bhedddianthe individual tests: Block Design, Anagrams, and Object Assembly. Onethbethe Questionnaire subtest, which corresponds roughly to the Comprehension subtest of the individual test, Subject Ma out performed Subject Ga as he had done on the individual tests.

This pair of individuals display the most clear-cut example of situational leadership in this research.

Indeterminate Category. Tables 111 and 112 give the data for the indeterminate categories.

Table 111

Individual Performance Score Difference

	Subjects		
	Ba-Su	Ru-Ki	JM-JD
Block Design	++8	+1	+2
Comprehension	+9	+4	+6
Anagrams	+13	+3	+1
Object Assembly	+4	+7	+1

Table 112

Group Performance Score Difference

	Subjects		
	Ba-Su	Ru-Ki	JM-JD
Block Design	(S+) +16 (S-)	(S+) +46 (S-)	(S+) +22 (S-)
Questionnaire	(S+) + 1 (S-)	(S+) + 3 (S-)	(S+) + 2 (S-)
Anagrams	(S+) +40 (S-)	(S+) +14 (S-)	(S+) +22 (S-)
Object Assembly	(S+) +21 (S-)	(S+) +28 (S-)	(S+) + 5 (S-)

As can be seen from Tables 111 and 112 the three groups of subjects display a kind of situational leadership behavior, but because of the complete superiority of one member of each pair on all the individual tests, the possibility of some generality of leadership is makked.

So, although the leadership fits our criteria for situationality, it is given indeterminate status because of its uncertainty.

__Category 2.__ In this category, one change occurs from the individual difference scores to the group difference scores in seven groups. These are shown in Tables 113 and 114 respectively.

Table 113
Individual Performance Difference Scores

	Li-GLi-Gl	Su-Ja	Ru-Ra	Ra-Je	Sh-JD	JM-Ju	Bo-Ti
Block Design	+2	-4	±2	+3	+2	-3	-2
Comprehension	+5	=7	+3	0	+4	+3	-12
Anagrams	+12	-20	+8	+9	-7	+4	+11
Object Assembly	+1	+4	+11	+1	+10	-4	+1

Table 114
Group Performance Difference Scores

	Li-Gl	Su-Sa-Ja	Ru-Ra	Ra-Je
Block Design	(S+) +30 (S-)	(S-) -30 (S+)	(S+) +30 (S-)	(S+) + 2 (S-)
Questionnaire	(GF) - 4 (GL)	(S-) - 9 (S+)	(S+) + 6 (S-)	(F) + 1 (GL)
Anagrams	(S+) +24 (S-)	(S-) -37 (S+)	(GF) - 2 (GL)	(S+) +24 (GF)
Object Assembly	(S+) + 2 (S-)	(GF) - 4 (GL)	(S+) +28 (S-)	(S+) +24 (S-)
Block Design	Sh-JD	HH-Ju	Bo Bo-Ti	
Block Design	(S+) +36 (S-)	(GL) +14 (GF)	(S-) -16 (S+)	
Questionnaire	(S+) + 4 (S-)	(S+) + 3 (S-)	(S-) - 5 (S+)	
Anagrams	(GL) +14 (GF)	(S+) +22 (S-)	(S+) + 4 (S-)	
Object Assembly	(S+) +20 (S-)	(S-) - 4 (S+)	(GF) -24 (GL)	

__Category 3.__ In this category two changes occur from the individual difference scores to the group difference scores in seven groups. These data are shown in Tables 115 and 116.

Table 115
Individual Performance Difference Scores

	Bo-To	St-Ti	St-To	Ba-Ka	Ja-Ka	Ki-Je	Cu-Do
Block Design	0	-3	-1	-1	-5	+4	0
Comprehension	-3	-6	+1	-1	-3	-1	+1
Anagrams	+10	+10	+11	-4	+11	+14	+11
Object Assembly	+2	+2	+3	+4	-4	+5	+5

Table 116
Group Performance Difference Scores

	Bo-To	St-Ti	St-To	Ba-Ka
Block Design	(GF) - 4 (GL)	(GL) + 8 (GF)	(GL) + 8 (GF)	(S-) -16 (S+)
Questionnaire	(GL) + 1 (GF)	(GL) + 2 (GF)	(GF) - 1 (GL)	(S-) - 5 (S+)
Anagrams	(S+) +10 (S-)	(S+) + 8 (S-)	(S+) +14 (S-)	(GL) +12 (GF)
Object Assembly	(S+) + 6 (S-)	(S+) + 8 (S-)	(S+) + 8 (S-)	(GF) - 4 (GL)
	Ja-Ka	Ki-Je	Cu-Do	
Block Design	(S-) -16 (S+)	(GF) -10 (GL)	(GL) +34 (GF)	
Questionnaire	(GL) 0 (GF)	(S-) - 3 (S+)	(GF) - 1 (GL)	
Anagrams	(GF) -12 (GL)	(S+) +23 (S-)	(S+) +50 (S-)	
Object Assembly=	(S-) - 6 (S+)	(GF) - 2 (GL)	(S+) +16 (S-)	

Category 4. In this category three changes occur from the individual difference scores to the group difference scores in one group. These data are shown in Table 117 below.

Table 117
Individual and Group Performance Difference Scores

	Subjects Ma-Gl
Block Design	0
Comprehension	+7
Anagrams	+5
Object Assembly	-2
Block Design	(GF) - 2 (GL)
Questionnaire	(GF) 0 (GL)
Anagrams	(S+) +14 (S-)
Object Assembly	(GL) + 6 (GF)

Category 5. In this category four changes occur from the individual difference to the group difference scores in one group. These data are shown in Table 118 below.

Table 118
Individual and Group Performance Difference Scores

	Subjects Ga-Li
Block Design	-1
Comprehension	-4
Anagrams	-5
Object Assembly	0
Block Design	(GL) +14 (GF)
Questionnaire	(GL) + 3 (GF)
Anagrams	(GL) + 6 (GF)
Object Assembly	(GF) -18 (GL)

The case of the Subjects Ga and Li is not a clear-cut case of General trait leadership. This case points up the weakness of this category. It is possible for four changes to occur from the individual to the group performances difference scores, and yet for these changes to cancel each other out leaving no one as the general leader in the field. This is what happened to some extent in this case. Subject Ga took over general leadership in 3 of the 4 tests, but for some reason, not on the fourth one. Yet this group fits the category 5 better than 4 so it is placed in category 5 with some reservations.

Situational and general trait leadership with respect to the individual.

To what extent can general and situational leadership be ascribed to the individual as well as to group situations, as has been done in the foregoing sections? Table 119 gives data with which some answer to this question can be given. Each individual was allotted, so to speak a total of eight group subtest situations in which he could operate as a situational or a general-trait leader. The manner in which the subjects actually used these opportunities is given in the table.

Table 119

Frequency of Situational and General Leadership Acts Among the Subjects.

Subjects	Situational		General-Trait	
	(S+)	(S-)	(GL)	(GF)
Bo	3	2	1	2
Ti	2	3	1	2
Ma	2	3	1	2
Ga	3	4	3	1
Ba	4	2	1	1
Su	0	7	0	1
Ru	7	0	0	1
Ki	1	5	0	2
JD	0	7	0	1
JM	6	1	1	0
Li	3	0	1	4
Gl	0	3	3	1
Ju	1	2	0	1
Ja	3	2	2	1
Ra	3	3	1	1
[illegible]	1	4	3	0
Sh	3	0	1	0
To	0	4	2	2
St	4	0	3	1
Ka	4	0	2	2
Cu	2	0	1	1
Do	0	2	1	1

It can be seen from Table 119 that it is necessary to distinguish between situational leadership of the positive kind and situational leadership that lends assistance in the face of the other person having superior ability. It also can be seen that the distinction between general-trait leadership and general-trait followership is a fruitful one. Without the distinction it would be difficult, for example to distinguish between Subjects Li and St, although large differences do exist.

Table 119 helps distinguish situational and general leadership with respect to the individual. Situational leadership of the (S+) variety is found only in a few subjects: Ru, JM, and to some extent in Ba, St, and Ka. Situational leadership of the assistant of (S-) variety is found also in relatively few people: Su, JD, Ki, and to some extent in Ga, Je, and To.

General trait leadership does not occur nearly as frequently. Perhaps the nature of the intellectual tasks made it difficult for the individual to apply any so-called general trait. At any rate, only four individuals shows as much as 3 general-traits out of the possible 8 pppportunities they had. They are Ga, Gl, Je, and St. General followership occured even less frequently, on Subject Li showing as many as four instances of it.

From the foregoing it seems clear that if a person has individual superiority on a given task that is relevant to the group problem, he has the option of active situational leadership by applying his ability or general followership by defaulting his ability. This raises the question of how much general leadership does occur by default rather than by the leader actively imposing his will and demands on the group. If, however, a person does not have individual superiority in a group-relevant ability, he has the choice of playing an assistant role to the one who does have, or of possibly competing with the other person and exercising a general leadeeship trait. The latter approach may be more easily done in larger groups with less clearly defined problems than in the present groups.

Perhaps the places where greatest contributions can be made to the education of leaders are in the (GF) column of Table 119. These figures represent the number of times the subjects either abdicated their leadership responsibilities that rested upon them in view of their superior individual ability or were "out-competed." Whatever happened, it appears that that column represents wasted leadership potential.

Column (GL) in Table 119 represents a similar problem--the other side of the coin. This column shows the number of acts whereby a subject pushed himself forward or was forced to act in a leadership capacity on a task where he was not the most capable of acting.

Conclusions of Educational Significance

It would appear from the foregoing that the hypothesis being tested in this study is substantiated in general, although no statistical test of significance is being offered. The hypothesis stated that general-trait leadership and situational leadership are two ends of a continum rather than two dichotomous categories, and that between the two extremes lie a relative large number of categories in which can be placed various mixtures of general and situational leadership.

In this research it was found that only one-out-of-twenty two-man groups was a clearcut case of situational leadership and that another one out of the twenty conformed to some extent to general-trait leadership as these two concepts are defined for this study. The rest of the eighteen groups are spread from near-situationality to almost a balanced mixture of the two to near-general-trait leadership, with a slight tendency for situational leadership to predominate. The slight predominance of situational leadership may result from the use of small groups rather than three or four man groups.

Furthermore it was found to be possible to classify individual subjects with respect to their situational and general-trait leadership acts. Distinctions could be drawn between active situational leaders and the more passive ones, between general leadership traits, and general followership traits.

The educational significance of this research lies in the necessity for helping children understand the way they and others can apply their group-relevant abilities to group participation and group problem solving. Perhaps the person who needs the most help is one such as Subject Li in Table 119 who in four acts either abdicated her superiority or was out performed by someone of less ability than she. This appears on the surface to be a kind of waste of leadership potential that needs to be studied further. Others who assert themselves as leaders when their partner has the greater individual ability also need help in how to work effectively in groups.

Part VI

Summary and Conclusions

Background

This study grew out of the need to understand more clearly the nature and development of leadership in order to provide the basis for ever more effective education for leadership in a democratic society. The dependence of a democracy on leadership in the broadest sense is obvious. The pressure of an ever increasingly complex society will demand creative leadership for years to come. From the point of view of the individual who will assume leadership position, the understanding of his role and function as a leader is important if he is to discharge his responsibility effectively.

Objectives

1. To assess leadership and describe the conditions under which it develops in children of elementary school age.
2. To establish a number of learning experiences whose potential for initiating leadership and improving leadership behavior is high.
3. To develop theoretical model of the dynamics of leadership from which further educational concepts and practices can be deduced.

Procedures

A series of studies was made of the conditions under which leadership developed.

1. In an initial study of the concepts that children hold with respect to leadership, a group of 51 public school children, four from each grade level (with the omission of one child) from Kindergarten through high school were selected. From each grade level two of the subjects were boys and two were girls. They were chosen by teachers on the basis of two criteria: a boy and a girl were selected on the basis of their leadership, and a boy and a girl were selected because they were non-leaders.

The subjects were interviewed during the winter and spring of 1961. The interviews were taped and recorded and transcribed, with categories for summarizing the data being established as they emerged from the data. Results were presented in qualitative form.

2. In an extended study of children's concepts of leadership, a total of 256 subjects from grades one through eight were studied. The subjects in the first two grades were interviewed because of their inability to read and write with facility. The interview consisted of

the same questions as did the questionnaire with which the remainder were studied. The questionnaire and interviews were administered during the Winter of 1962. The questionnaire was developed to test the theoretical formulations developed in the previous interview study. Results were presented in percentage form.

3. The third study consisted of an attempt to compare the values and behaviors of leaders with two other social subgroups of students: non-leaders and troublesome students. A fourth group of students was selected for control purposes. The first three groups were selected because it was felt they represented real demographic groups, each of which lived, as it were, in a different world in high school. The total number of subjects in the study was 236.

The questionnaire was constructed in an a-priori manner. Students were first interviewed concerning what they thought was important in school. Questions for the questionnaire were formulated from these preliminary interviews; they were devised in conferences with administrators, teachers, and the school psychologist; they were borrowed and revised from other questionnaires. No effort was made to scale the questions rigorously; many of them were left in open ended form. The questions were tested on a small group of high school students to ascertain the extent to which they were meaningful to them. The questionnaires were administered in the spring of 1961 and were scored in the summer of 1961. Results were presented in percentage form.

The questionnaire was designed as an initial survey of leader's values along four dimensions: academic, social, administrative, and general values. The first three categories are recognizable dimensions of school life. The fourth was designed to probe the general value orientation of students.

4. The fourth study grew out of the study of leader's values and was an attempt to ascertain where students learned leadership and the values and attitudes that pertain to it. The subjects were high school seniors. The original plan called for three groups of students corresponding to the three groups in the previous study. At the last minute a sufficient number of subjects was not available, however. For this reason making comparisons among the three groups was not feasible. Sixty-one students comprise thesample. They were studied in the spring of 1962.

The questionnaire was designed to test propositions about the "second curriculum" and its relationship to the learning of leadership. The results were presented in percentage form.

5. The fifth study was a laboratory study designed to test the generality and specificity of leadership not with respect to tasks but with respect to individuals. It was assumed that leadership as a general personality trait and leadership as a specific situational phenomenon comprised two ends of a continuum. It was hypothesized that the subjects would be scattered along the continuum in a manner approaching a normal distribution.

Twenty-two children in grades four through six comprised the subjects. They were paired into two man groups, of like sex and age, but of differing intellectual abilities. They were first tested individually with three subtests of the Wechsler Intelligence Scale for Children: Comprehension, Block Design, and Object Assembly: an Anagrams test; and a questionnaire. They were given the different forms of the same tests to work in their two man groups. The differences in the individual scores of the two was compared with the differences in their scores as they worked together. From this comparison criteria for generality of leadership and situational leadership were obtained.

The procedure was repeated and each individual was compared in terms of his first and second group tests. From these comparisons it was possible to obtain an index which indicated the amount of generality and the amount of situationality of leadership each person displayed.

Results

1. The first study dealt with the concepts that children hold with respect to leadership. The following results were obtained:

a. Definition of leadership. The definition that children give of leadership progresses from concrete, "pointing up" immediate experiential definitions in the primary grades toward abstract, idealistic, vicarious definitions in high school.

b. The temporal-spatial aspects of leadership. Being first is an important characteritic of leadership for children in the primary grades. The examples given by children indicate that leadership is conceived of to a large extent in being first either temporally or spatially.

c. Composite aspects of leadership. As children grow older a shift away from the temporal-spatial aspects of leadership occurs. In the composite view of leadership, being right, having a pleasing personality, being dependable become more important than being first. The shift to composite leadership thinking occurs in the middle elementary grade.

d. Children's understanding of the task dimension of leadership precedes their understanding and use of the socio-emotionall aspects of leadership. Thus elementary school children are not aware of the human relations aspects of leadership untilthey are fairly far along in their schooling, i.e., around the middle and later elementary grades. Their understanding of the task dimension of leadership, however, seems to be a part of their thinking from the earliest grades.

e. Incentives for leadership. In the early grades, the incentives are more crude and directly expressed than they are later. Being able to tell others what to do is an important reward of being a leader in the early grades. In later elementary grades and in high school the ideal of service, the gaining of respect from others, and being an example serve as incentives for leadership.

2. From the extended study of children's concepts of leadership and their attitudes toward it, the following results were obtained:

a. There was a gradual decrease in the desire to be a leader from the earliest grades to laterelementary grades, with a slight upswing in junior high school. This trend is accompanied by a low frequency of perceived opportunities for leadership in the lower grades with a slight upswing in perceived opportunities in the junior high grades..

b. Children tend to think they had more opportunities for leadership in the past than they do in the present.

c. Less than half of the children who consider themselves leaders in the present expect to remain so in the future. Over half of the students who are not leaders in the present expect to become leaders in the future. There is a general decline in optimism with respect to becoming leaders among the latter group, however, from the early grades to the latter, whereas the former group shows no shift in their answers from early to later grades.

d. How important is leadership to school age children? It is far less important than academic learning which dominates the thinking of children in the school situation. It appears that sports and physical activities on the one hand and human relations on the other are secondary in the hierarchy of concerns that children have while they are in school. However, when asked directly about the importance of leadership, children rated it as an important thing for them to learn. Thus, children do not ordinarily and spontaneously think of leadership when they think about school; but when asked about leadership directly, they place a rather high value on it.

e. There is a multiplicity of definitions of leadership and of answers to the question of how one becomes a leader. When these answers are categorized according to whether they are indications of task, maintenance (human relations), saliency, (outstandingness), or initiation, saliency is the most prominent category, maintenance is second, task is third, and initiation is last. That is, to be a leader, one must be first of all outstanding in some way, secondly he must be considerate of others, third, he must have problem solving abilities, and last he must be able to initiate and start things.

f. When a more structured, multiple choice question is given about these aspects of leadership the subjects down grade saliency and up grade maintenance. Under these conditions, task moves up to second place after maintenance.

g. The perceived possibilities of becoming a leader seem to decrease especially for those students who have not had opportunities or have been unsuccessful in the past. Yet it would appear that desire to lead might not be hard to induce in children.

3. From the study of the differences among leaders, non-leaders and troublesome students, the following results were obtained:

a. Leaders have a clearer perception of their educational goals than do the other two groups. They more actively seek out the teachers, counselors and those who can help them attain their goals; yet they are more independent than are the non-leaders. They use the school facilities more and participate in the academic program more than do the others. Although they are oriented toward adult life they are critical of it, but not as critical as are the troublesome students.

With respect to the social life of the students, it was discovered that different leaders received their support from different subgroups within the student body. That is, some leaders were supported primarily by girls, other leaders by younger troublesome students, etc. The major cleavage lines of support were the three groups - leaders, non-leaders, and troublesome students used in the study and to some extent age and sex as well.

Leadership looks different to the insider from what it does to the outsider. To the leaders, their leadership is ascribed to their hard work, successful performance, intelligence, activity - - all school oriented values. The other two groups emphasize the importance of having friends, popularity, and possessions as prerequisites for leadership.

Leadershipe more perceptive of social relationships than are non-leaders. They are more active and more interested in adult sponsored life in school than are the others. Leaders find opportunities within school to exercise their leadership. The other groups express the need to go outside of school for their opportunities for leadership.

c. In terms of their relationships to the administrators in school, leaders have more resources than the other two groups for changing rules and influencing the administration. This group is closest to the administration, and in some respects acts as a mediating group between administration and the student body. Again, leaders appear to be more satisfied with their relationships with the adult world as represented by administration than do either of the other two groups.

d. With respect to values, the students also indicated certain differences. With respect to relationships with the opposite sex, leaders tend to prefer a date who was the best student rather than the best looking or cheerleader variety. Troublesome students preferred the best looking; non-leaders tended to choose the athlete and cheerleader.

All groups perceived conflict with adults, but leaders less than the others. When asked what changes they would like to see in school life, leaders tended to emphasize the need for greater school spirit. On aspects of student morals, such as drinking, hot-rodding, showing affection in public, the leaders and non-leaders were more rigid and critical than were troublesome students.

4. From the study of the second curriculum the following results were obtained with respect to leadership.

a. Leadership is learned primarily in the second curriculum. It is, however, not considered by the students to be an important part of even the second curriculum. More important are developing a pleasing personality, getting along with the opposite sex, working democratically with others, and understanding and getting along with other people.

b. The most important learning situation in the second curriculum is friendships, and yet little about leadership is learned from friends. Leadership is learned primarily in clubs and in student council.

c. Students seem to value the second curriculum primarily for its immediate reward, the first curriculum they value for its long range rewards, such as preparation for a job and for college.

d. In some respects, the second curriculum serves as a "field test" for the first curriculum. Democracy and justice for instance, are learned formally in the classroom, but are tried out on the second curriculum.

e. Leadership is learned primarily by watching and imitating others. But the second largest response category was "I don't know."

f. There are complex prerequisites for succeeding in the second curriculum. Succeeding as a leader in the second curriculum requires participation, presenting ideas well, and to some extent, being intelligent. In some respects, being a leader requires the same pattern of responses that getting along with teachers on the one hand, and with getting on in the social world of children on the other hand.

Being a leader is not perceived to be the same as being in the "leading" crowd. The latter is a more diffuse entity that is not well accepted by the subjects of this study, whereas leadership is accepted more readily.

5. From the laboratory study of leadership the following results were obtained.

a. The hypothesis that "general-trait-leadership" and "situational-leadership" form two ends of a continuum, with most leadership performances being a mixture of the two seems to be substantiated. Only one out of the 20 two-man groups showed a clearcut example of situational leadership and another one conformed quite closely to general trait leadership as these two were defined for this study. The rest of the eighteen groups were scattered between the two poles, from near-situationality to a balance of the two to near-generality of leadership. There was a slight tendency for the situational type of leadership to predominate, perhaps because of the kinds of problems that were used lent themselves to that kind of leadership.

b. It was possible to classify individual subjects with respect to their situational and general trait leadership acts. Distinctions were drawn between active situational leaders and the more passive ones, between general leadership behavior and general followership behavior.

Conclusions and Implications

1. There is a progression in children's understanding of and attitudes toward leadership that moves from simple, concrete and immediate to many-

dimensioned, abstract, and vicarious. This progression can be more fully described and formalized as it is below.

The first stage might be called the pre-leadership stage. In this stage the child is establishing his "candidacy" for leadership, so to speak, but his behaviors are not clearly perceived as leadership. There is a rather heavy emphasis on being *first* perhaps because it is the most direct and concrete way for a child to become prominent. Since the teacher is important, orientation to her is also important for attaining this prominence. This stage occurs during the first few years of school.

The second stage might be called the functional stage. In this stage the relatively undifferentiated leadership of the previous stage becomes differentiated into task and maintenance roles. The rather crude pushing of oneself to the forefront which was acceptable in the previous stage is no longer acceptable. More emphasis is being placed on the group, and on serving the group by having ideas, skills, or by being helpful and considerate. This stage occupies the middle and later elementary grades.

The third stage might be called the institutionalized stage. In it there are positions that are waiting to be filled by candidates for leadership who have proved themselves, so to speak, in the earlier stages. Now the leader not only does things, but he also *is* something, by virtue of his position, and many other things as well. Here again saliency is important, perhaps more so than task leadership. But maintenance continues to be important throughout.

These stages may account partly for the wide divergence of definitions and concepts about leadership. A person whose thinking is geared to the functional level would think of leadership in terms of what the leader does - - his task and maintenance characteristics. Another person who thinks more in terms of institutional leadership would more likely speak in terms of the formal characteristics of leadership and what the leader is.

The most important stage for education is probably the functional stage. It is in this stage that the teachers can provide opportunity for students to find leadership functions that are in line with their abilities. The last stage is probably dependent on the structure of society - either peer or adult society which is less susceptible to influence than is behavior of children. In other words, the training for leadership probably should be accomplished largely before high school so that the high school period can be used as a laboratory for applying leadership, the fundamentals of which had been learned earlier.

2. The mechanics of learning leadership are still not clear. Some of the hints that we have are that it is learned by imitation, in the context of the second curriculum, more particularly in clubs and student government. The fact that many students do not know where leadership is learned may indicate that latent or pre-conscious processes are involved. There is evidence to show that attitudes govern to a large extent whether or not a given person will attempt leadership behaviors as he perceives them. It is possible that these attitudes operate on an all-or-none principle. That is, a person is likely to be polarized for or against acting as a leader. This polarization has to become positive toward leadership if he is to learn to become a leader.

Let us speculate how this polarization might come about and then what can be done about it. I will draw from some of Ganzfeld studies of perception for a model. In these experiments a subject is placed with his head in a hemisphere that is uniformly illumined. Gradually, the illumination is varied so that one side shades off and becomes increasingly dark and the other side increasingly bright. The subject, however, "assimilates" the differences in illumination and continues to report that the field is uniformly illumined. Next a "contour" line is projected on the hemisphere, bisecting the light and dark sides; but no other change in illumination occurs. Now the subject reports that half the field is uniformly dark and half is uniformly light, whereas in reality there is still a gradual shading from bright to dark. This polarization is called "contrast."

Following the lines of the description above, it may be hypothesized that in the early stages, say the pre-leadership stages, the social situation is analogous to a field that is perceived to be uniformly illumined even when in fact there are differences in leadership behavior. Thus, even though children show leadership acts, these are not perceived clearly as leadership, but are assimilated that one or a series of "contour" experiences occur, in which a person's leadership is clearly established and previously undifferentiated behaviors fit into and support this new perception. These contour experiences may be some emotionally charged episode, being first, or some teacher dominated leadership experience; but their nature is not known at this time. Thereafter the pheonomenon of "contrast" occurs in which attitudes toward leadership is polarized and more leadership characteristics may be ascribed to a person than he actually possesses from an objective point of view. This line of theorizing may account for an individual's concept of himself as a leader as well as for his concept of others and other's concept of him as a leader.

The hypothetical description of the mechanics of the formation of attitudes can be tested empirically. It's implication for education, if it is indeed valid, is that extreme care must be taken in the formation of attitudes toward leadership so that when a "contour" experience does occur it be in the direction of a positive polarization of attitudes toward the subjects own capabilities of leadership and toward the leadership of others.

3. The learning of leadership is not an important, formalized part of the school program, at least of the school programs utilized in this research. Children are hardly conscious of its occurence. They are preoccupied with the academic program to much greater extent than they are with leadership as such. The learning of leadership is incidental to the formal learning of the regular curriculum.

What are the implications of this? It does seem to be desirable for educators to be aware of the fact that the learning of leadership does occur, sub rosa, so to speak, so that opportunities can be made available on a wider basis to more children. (It is ~~also~~ important that those children who do emerge as leaders be taught the complexities of leading.) They need to understand, for example, the difference between task, maintenance, saliency; that there are many differing perceptions and concepts of leadership, that leadership looks different to those in leadership position from those who are not.

In this connection it would be good for educators to recognize the existence of the second curriculum, and to think of the informal education of the students to take place in such a curriculum. Some of the attractive features of the second curriculum - - the real issues with which it deal, the sense of importance it gives students - - could be incorporated into the first curriculum. Or the second curriculum could be used more openly as a field test of the first and it could openly become the testing ground of leadership, democracy, justice.

If leadership were to be taught on a more formal basis, what learning experiences could be established for this purpose? Clubs and student government are good starting points. The student leaders might be asked to address themselves to the question " Are all students in our school getting a fair break?" The student leaders themselves might survey their fellow students in a way comparable to what was done in this study. The leaders could then wrestle with the social problems of justice, democracy, equality, in their own peer culture.

The leadership situations in clubs, student government, *etc.*, could be analyzed with adult help and used as a starting point for the discussion of leadership. That is, these extra-curricular activities could be used as "laboratories" in which leadership is experimented with. The discussion of such laboratory experiments could then be discussed in sessions that followed.

Bibliography

There are 17 references listed in the Final Report.

Part VII

APPENDICES

A. Questions Used in Leadership Concept Interviews

B. Student Opinion Questionnaire

C. Student Value Questionnaire

D. Second Curriculum Questionnaire

Appendix A

Question and Frequency of use in Leadership Concept Interviews

The questions that were asked appear in the left hand column. The grade level and frequency of use at each grade level appear in the right hand columns. The questions were tabulated only through grade 6.

Questions	Grade Level						
	K	1	2	3	4	5	6
Do you know what leadership is?	4	4	4	4	4	4	4
Do you play games with leaders?	3	-	2	2	2	2	-
What games have leaders?	2	-	1	1	3	3	2
Did you ever play follow the leader?	3	2	1	2	2	-	1
Did you ever play line up games for a parade?	2	-	-	-	-	-	-
What kind of make up games do you play?	1	1	1	-	-	-	-
When you line up to come in from the playground,	3	3	1	1	1	-	-
do you have a leader? - Where is the leader?	3	2	1	1	-	-	-
Do trains have leaders? Where's the leader of the train?	4	4	3	4	4	4	3
When you ask another person to play on something on the playground, who is the leader?	4	3	3	3	3	4	2
If you show someone how to color is that being a leader?	3	2	1	2	1	2	1
If you help another person build with blocks is that a leader?	3	2	1	2	2	1	1
Do you have a leader at home?	4	4	2	4	4	4	2
Do you have a boss at home? Who is the boss?	2	2	3	4	1	1	-
Can your mother tell you what to do?	1	1	-	1	1	-	-
Are you the boss of anybody?	3	2	1	2	-	-	-
Are your brothers and sisters a boss over you?	4	4	3	2	3	3	3
that are older than you are?	1	2	-	2	1	-	3
When you line up after recess and someone pushes the first person out of line, is he a leader?	-	-	2	2	2	2	-
When you line up after recess who is the leader?	-	1	2	2	2	2	-
When a dog chases a rabbit who is the leader?	4	4	3	3	3	4	4
Who is the leader of a parade?	2	2	3	2	4	1	3
When a person wears nice clothes is he a leader?	4	3	3	4	3	3	3
If a boy and girl have good ideas for having fun is that being a leader?	3	1	-	-	1	1	1
Do leaders have lots of good ideas?	1	2	-	-	-	1	-
Do you have leaders in your classroom?	2	1	1	2	2	3	2
What rules do leaders follow?	3	2	3	3	2	-	3
Do leaders have rules? Who makes these rules?	1	3	3	4	2	2	2
What do leaders do?	3	1	-	1	1	31	1
Are you a leader as would you like to be?	-	2	2	1	2	3	1
What would you like to be a leader or a follower?	1	-	1	2	2	1	2
Is the first one the leader?	2	1	-	-	1	-	-

Questions	**Grade Level**						
	K	1	2	3	4	5	6
If the engine is in back of the train is it still a leader?	3	1	3	3	2	5	1
Is there a difference between a boss and a leader?	2	3	1	4	3	2	2
If a boy holds another boy down is he being a leader?	1	1	2	3	2	2	-
Have you ever been a leader?	2	2	-	-	-	-	-
When the teacher askes a question and many hands go up is the first one the teacher calls on a leader?	-	2	2	2	2	4	4
What if the answer is wrong?	-	2	1	2	2	2	4
Do you have group leaders in your room?	-	1	1	2	2	1	1
Do you need more than one person to play follow the leader?	2	2	-	1	-	-	-
Is an older person usually the leader?	-	-	2	2	3	1	-
How do you get to be a leader?	-	-	2	2	1	1	-
What does a leader have to be like?	-	-	1	-	2	1	-
Are smart children leaders?	-	1	-	1	1	2	-
What is best about your leadership?	-	-	-	-	1	-	1
What difference is there between classroom leadership and playground leadersHip?	-	-	-	1	-	1	1
Who can best determine leadership ability? - The class or the teacher?	-	-	1	1	2	3	1
Does your class have committees-do you work in committees?	-	-	1	-	2	3	3
Do committees have leaders?							
Do leaders follow their own rules?	-	-	1	-	1	2	4
How are leaders chosen?	-	-	-	1	1	1	3
Does a leader make his own rules?	-	1	2	-	1	-	1
Can he change his own rules?	-	-	-	-	1	-	2
What determines playground leadership?	-	-	-	-	-	-	2
One leader vs. two leaders which is best?	-	-	-	-	-	-	3
Who's the leader of the three girls in playing jump rope?	-	-	1	1	1	2	2
If someone cracks a joke in a committee meeting is he being a leader?	-	-	-	-	-	-	2

Appendix B

Student Opinion Questionnaire

We are interested in what young people like you in school think about what goes on in school. Will you answer each of the questions as freely as you can. Your teacher or principal will not see what you write, and it will not change your report card. Thank you for your cooperation.

Boy___ Girl___ Age___ Grade___ School____________________Date____________

1. Do you get as many chances as you want to be a leader in your school? Yes___ No___ If you checked "yes" answer this: Name three chances you have had to be a leader so far this year.

A.____

B.____

C.____

2.

2. There are many things you probably like about school. Name any three things you like about school.

A.____

B.____

C.____

3. School is a place to learn a lot of different things. Name any three things you are learning at school.

A.____

B.____

C.____

4. You probably are better at doing some things than you are at others--for example in sports, school work, or getting along with others. Name the thing you are best at in school.______________________________

5. Think about your classmates and other children at school. Name three things you admire and like about children in your school.

A.____

B.____

C.____

6. Name three things you do not like about other children in your school.

A.____

B.____

C.____

7. There are probably some things you don't like about school. Name three things you do not like about school.

A.____

B.____

C.____

8. You can learn things at school from your friends as well as your teacher, you can also learn things outside the classroom. Name three things you learn at school when you are not actually doing school work. (For instance when you are at recess or talking with friends.)

A.____

B.____

C.____

9. Everyone has some kind of reputation among classmates. What kind of a person do your classmates think you are?______________________

10. Name two big successes you have had in your life.

A.____

B.____

11. Do you know what a leader is? Yes___ No___

12. Explain what makes a person a leader.

13. Describe anything that you saw happen in school in the past month or so, that is an example of leadership. It may be about yourself or someone else.

14. Is there any difference between leadership in the classroom and on the playground? Yes___ No___ Explain.

15. When you choose a classmate as a leader or a captain, what do you look for in the person you choose?

16. Are there any leaders in your classroom? Yes___ No___

17. Name three leaders in your classroom.

_______________ _______________ _______________

18. Explain what makes them leaders.

19. Is an older person more or less likely to be a leader than a younger one? More likely___ Less likely___ Why?

20. What do you not like about leaders in your school?

21. How does a person really get to be a leader?

22. What chances should a person have to become a leader?

23. Imagine a pupil who is elected to be a leader--like a librarian or a captain. But suppose he is not very good ag getting other pupils to do what he says. Imagine another pupil who is not elected to be a leader, but other pupils do what he wants them to anyway. Who do you think is the leader? The pupil who is elected____? The pupil who gets others to do what he wants them to____? Explain your answer.

24/ Do leaders need to follow rules. Yes___ No___ Who makes rules for leaders?

25. What will help a person become a leader? Check one.
_____A. The best looking and most popular person.
_____B. The one who has the best suggestions.
_____C. The one who is first to try out something new.
_____D. The one who tries to make others happy in their work.

26. Do you want to be a leader? Yes___ No___ Why?

27. Have you ever been a leader in the past? Yes___ No___
A. If you checked "yes" name one thing you liked about being a leader.
B. If you checked "yes" do you think you will stay a leader in the future? Yes____ No____ Why?
C. If you checked "no" what kept you from being one?
D. If you checked "no" do you think you will ever become a leader in the future? Yes___ No+++ Why?

28. Are you a leader at the present time? Yes___ No___ Do you think you will stay a leader in the future if you are now? Yes___ No___ Explain.

29. Is it hard or easy for you to tell if you are a leader? Hard____ Easy____ Why?

30. Who can tell best if you are a leader? You?____ The other children in your class?____ Your teacher?____ Why?

Check one of the statements in each of the following pairs of statements that you think is MOST TRUE of a leader. Be sure to check only one statement in each pair.

_____Being well liked, well dressed, and nice looking.
_____Helping a group work together happily, making it fun to be in a group.

_____Being first in many things, such as in school work; the first to do something new.
_____Having lots of good ideas and getting things done.

_____Helping in a group to work together happily, making it fun to be in a group.
_____Having lots of good ideas and getting things done.

_____Being well liked, well dressed and nice looking.
_____Being first in many things.

_____Being first in many things.
_____Helping a group to work together happily, making it fun to be in a group.

_____Having lots of good ideas and gettings things done.
_____Being well liked, well dressed, and nice looking.

Appendix C
Student Value Questionnaire

No [illegible] counselor, or administrator will see your answers. They will be [illegible] or summaries.

[illegible] their answers. We would [illegible] to do so.

[illegible] your responses to this questionnaire, please [illegible]

Name____

Boy____ Girl_____ Grade: 10_____ 11_____ 12_____
College bound_____ Commercial_____ Other_____

Answer each question in 25 words or less. The material will be confidential along with everyone elses.

I. Academic life
1. What do you think HHS should do for you and other students? What do you want to get out of school?
2. Have you talked seriously with anyone about what you want to get out of high school? Yes__ No__ If so, with whom?__________
3. Would you like more free and unscheduled time in your schedule? Yes__ No__
4. What would you do if you had more free time in school?
5. If you did not have to attend classes unless you wanted to, how would you go about learning what you wanted to learn?
6. How much has HHS helped you understand the world of today?
7. Has HHS given you the courses you need? Yes__ No__ If not, what else would you like?
8. Do teachers give you reasons for what they expect of you? Yes__ No__ Do you accept their reasons? Yes__ No__ If not, why not?
9. Have teachers listened to you and tried to understand you?
10. Have teachers tried to make the subject mean something personal to you?

Appendix C
Student Value Questionnaire

Your answers to this questionnaire will be treated as CONFIDENTIAL. No teacher, counselor, or administrator will see your answers. They will be summarized and your answers will appear as percentages or summaries.

Sometimes, we find that students want to talk over their answers. We would like to give you the chance to do so.

If you are willing to talk over your repponses to this questionnaire, please sign your name below.

Name____

STUDENT QUESTIONNAIRE

Boy____ Girl____ Grade: 10____ 11____ 12____
College bound_____ Commercial_____ Other_____

Answer each question in 25 words or less. The material will be confidential along with everyone elses.

I. Academic life

1. What do you think HHS should do for you and other students? What do you want to get out of school?

2. Have you talked seriously with anyone about what you want to get out of high school? Yes___ No___ If so, with whom?__________

3. Would you like more free and unscheduled time in your schedule? Yes___ No___

4. What would you do if you had more free time in school?

5. If you did not have to attend classes unless you wanted to, how would you go about learning what you wanted to learn?

6. How much has HHS helped you understand the world of today?

7. Has HHS given you the courses you need? Yes___ No___ If not, what else would you like?

8. Do teachers give you reasons for what they expect of you? Yes___ No___ Do you accept their reasons? Yes___ No+__ If not, why not?

9. Have teachers listened to you and tried to understand you?

10. Have teachers tried to make the subject mean something personal to you?

11. Have you received the help you need from teachers in your subjects?

12. Have you ever gone to them for help on your own?

13. Why do you do what teachers ask of you in school? (Check as many as apply)
Out of fear_____
Out of respect for their knowledge_____
Because they are friendly_____
Because they understand teenagers_____
Because they are strict_____
Because they are willing to help_____

14. Do you feel under pressure of school work? Yes___ No___ Explain.

15. Rate the following on a five point scale: 1 the most important, 5 least important, 2, 3, 4 in between.
a. How important is homeroom in your school life and studies?
1 2 3 4 5 (Circle one)
b. How important is homework in your studies?
1 2 3 4 5 (Circle one)
c. How important is the library in your studies?
1 2 3 4 5 (Circle one)
d. How important is the study hall for your studies?
1 2 3 4 5 (Circle one)
e. How important is the daily class period in your studies?
1 2 3 4 55 (Circle one)

16. Which of the following is most important to you? (Put a 1 by the most important, a 5 by the least important, with 2, 3, and 4 by the ones in between.)
_____School work
_____Extra-curricular activites
_____Work
_____Honors classes
_____Church activity

17. Do you think co-curricular activities such as athletics, clubs, dramatics, etc. are an important part of HHS? Yes___ No___ Explain.

18. In what co-curricular activities have you taken part? - to what clubs etc. do you belong?

19. If you had the power to do so, what would you like to change about the teaching and course work at school?

20. When you have to read an assigned book or pamphlet do you feel it is for your purposes or the teachers? Explain.

II. SSocial life

1. Name five student leaders in HHS ______________ ______________ ______________ ______________ ______________

2. How does a person get to be a leader in high school?

3. What opportunities of leadership have you had in or out of school?

4. Is leadership in school the same as leadership out of school?

5. Can leaders change what we believe in? Yes___ No___ Explain.

6. Would you say you are part of the leading crowd at school?
______Yes ______No crowd
______No ______Outsider
______Another crowd, but not the leading one

7. What does it take to get into the leading crowd at school?

8. What does it take to rate with boys?

9. What does it take to rate with girls?

10. For boys: Suppose you had a chance to go out with a girl who was a cheerleader, or the best student in the class, or the best looking girl in the class, who would you rather go out with?

11. For girls: Suppose you had a chance to go out with either a star athlete, or a boy who is the best student in the class, or the best looking boy in the class. Who would you rather go out with?

12, Is it okay for boys and girls to walk down the hall with their arms around each other? Yes___ No___ Explain.

13. What do you like best about your social life at school and what would you not like to have changed?

14. If you had the power to do so, what would you change about your social life at school?

15. Do you think there is conflict between adults and teen-agers? Yes___ No___ Is it increasing or decreasing?______________________
What things if any, cause this conflict?

16. What can adults do that appeals to you, that is, that you would like to be able to do?

17. IIs iIs it good to be different and outstanding? Yes___ No___
Don't know___ Explain.

18. What kind of a person are you at school?
Athlete_____ Popular_____ Other (what)?_________
"Brain"_____ Average Student_____

19. If you saw a friend of yours frequently cheating on a test and on homework, would you say anything to the teacher?
Yes___ No___ What?_______________
Your friend? Yes___ No___ What?_______________
Others? Yes___ No___ What?_______________

2 20. Do you feel you can talk to other students about what you believe religiously? Yes___ No___ Explain.

21. What would others think of you if you told them what you believe?

22. If you could be remembered here at school for one of the things below, which would you want it to be?

Boys

_____Brilliant scholar
_____Athletic star
_____Most popular
_____Other (What?)

Girls

_____Brilliant scholar
_____Leader in activities
_____Most popular
_____Other (What?)

23. If you could be any of these things you wanted, which would you want to be?

_____Jet pilot
_____National famous athlete
_____Missionary
_____Atomic scientist
_____Other (What?)

_____Actress or artist
_____Nurse
_____Model
_____School teacher
_____Other (What?)

24. Different people strive for different things. Here are some things that you probably have thought about. Just how important is each of these to you? Place a 1 by the most important, 2 by the next, and 3 by the next, and a 4 by the last.
_____Pleasing my parents
_____Learning as much as possible in school
_____Living up to my religious beliefs
_____Being accepted and liked by other students

25. Let's say that you had always wanted to belong to a particular club in school, and then you finally were asked to join. But then you found out that your parents didn't approve of the group. Do you think you would - -
_____definitely join anyway
_____probably join
_____probably not join
_____definitely not join

26. Have you ever done something you would rather not do just because the rest of the crowd wanted you to? Yes_____ No_____ Explain.

27. What do you think about high school students drinking?

28. What do you think about high school students hot-rodding?

29. What do most kids talk about?
In school?
Out of school?

III. Administration

1. Are school rules fair when it comes to absences, clubs, athletics, noon hour, cars, trips, dances, etc.?
Yes_____ No_____ Explain.

2. Are there any rules in school that you think should be changed?

3. Is it easy to get a rule changed?

4. To whom do you go and how do you go about getting a rule changed at school?

5. How important is it for high school students to make their own decisions in the following: Make a check in the column that fits.

	VERY IMPORTANT	SOMEWHAT	NOT IMPORTANT
Academic matters	_______________	_______________	_______________
Extra-curricular	_______________	_______________	_______________
Work	_______________	_______________	_______________

6. Have you ever gone to a counselor? Yes_____ No_____ Why or why not?

7. Have you been able to see a counselor when you felt you needed to?
Yes_____ No_____ Explain.

8. What do you think of the school schedule?

9. (a) What do you think of the lunch hour?
(b) Is it well organized?

10. How well are you informed about what is going on in school?

11. Do the school officials ever ask you for your opinion in deciding things at school? Yes____ No____ Should they?

12. Does your principal attend school activities? Yes_____ No_____ Do teachers? Yes_____ No_____ How do you feel about this?

13. (a) Are all kids at HHS getting a fair shake? Yes_____ No_____ I don't know_____.
(b) Is there anything you can do about it?

14. Do you feel that you have always been treated fairly? At school_____ Out of School_____ Give examples if you can.

15. If you had the power to do so, what would you like to change about the way school is run?

IV. Values

1. What do you want to be doing after you are out of school five years?

2. a. In what way is freedom important to you?
b. How much freedom do you feel you are prepared for?
c. In what ways do you want to be free?

3. Are you as free as you want to be for a person of your age?

4. What is a value?

5. What does democracy mean to you?

6. Is it important to you? Why?

6. Does democracy have any faults? Yes_____ No_____ Explain.

7. How much of a democracy is the United States?

8. Do you ever plan to run for a political office? Yes?_____ No_____ I don't know_____. Why or Why not?

9. What things should a high school be concerned about in politics and public life?

10. Do you think there is any corruption in government? Yes____
No_____ I don't know_____.

11. Is it possible to change government? Yes_____ No_____ If so, how?

12. How do you find out what is going on in government?

13. What does justice mean to you? Give an example of justice, injustice.

14. Of what concern, if any, is it to a high school student that people are starving in India and China?

15. Circle the number that indicates how important it is to get ahead in life. Number 1 is most important, 5 least important, 2, 3, 4 in between. 1 2 3 4 5
What is the best way to get ahead?

16. Do you save money?
Yes_____ No_____ Should you? Yes_____ No_____ Do you plan to?
Yes_____ No_____ What for?

17. If you had an extra day every weekkto spend as you chose. what would you do or where would you go?

18. How much time in a week do you read and talk about current events? Example.

19. If you had three wishes that would come true, what would you wish?

20. (a) What do you want to get out of life?
(b) What is worth living for?

21. Who has had the greatest effect on your life?

22. What outstanding contribution would you like to make to mankind if you had the power to do so?

23. List any 5 principles of conduct which you practice daily.

Appendix D

Second Curriculum Questionnaire

Directions: We are interested in obtaining frank opinions of high school students about their school life. We appreciate your time, effort, and cooperation. We think you will get some insights into your own life as you work through this questionnaire.

In order to help us evaluate the results, will you kindly give us the following information about yourself?

Boy____ Girl____ Grade 9____ 10____ 11____ 12____

School______________________

1. What five things do you want most to get out of your highschool education? Write numbers 1, 2, 3, 4, 5 in the spaces in front of five items below in order of their importance to you.

___Understanding the meaning of democracy.
___Developing a pleasing personality.
___A good preparation for college.
___Getting along with the opposite sex.
___Understanding the meaning of freedom.
___How to be a leader.
___Knowing that I am as important as anyone else.
___Preparation for a job.
___Fair play.
___How to make good decisions and choices.
___Where I fit in here at school.
___How to use free time wisely.
___Understanding the meaning of justice.
___How to be popular.
___How to take adult responsibilities.
___Understanding myself.
___Working democratically with others.
___ Understanding the meaning of social equality.
___Understanding and getting along with other people.
___What other students think is important.

2. Are you getting what you want out of highschool? Yes___ No___ I don't know___.

3. Have you talked seriously with anyone about what you want to get out of high school? Yes___ No___, If so, with whom?
   a. Teacher___
   b. Counselor___
   c. Parents___
   d. Friends___
   e. Other person___ Who?__________

4. Are you satisfied with the courses that the high school has offered you?
   a. Completely satisfied___
   b. Generally satisfied___
   c. Fairly satisfied___
   d. Generally dissatisfied___
   e. Completely dissatisfied___

   Are there other courses you would like to see added? Yes___ No___
   If yes, what courses?

5. Do teachers explain why they want you to do what they ask of you? (check only one) a. Yes___ d. Not often___
   b. Usually___ e. No___
   c. Sometimes___

   Explain why you do or do not accept their explanations.
   ____
   ____

6. Would you like more unscheduled time during the school day for planning and carrying out your own learning activities?
   a. Yes___
   b. No___
   c. I don't know___
   Would you learn as much as you do under the present arrangement?
   Yes___ No___ I don't know___

7. What would you do if you had more free and unscheduled time?
   a. Go to classes anyway, do regular assignments___
   b. Go only to interesting and worthwhile classes___
   c. Study independently___
   d. Work for extra credit___
   e. Waste time sitting around___
   f. Learn from experiences and discussion with others___
   g. Participate in more extracurricular activities___
   h. Get outside job___
   i. Go home___
   j. Other___ (Name it)____________

8. How would you rate the faculty of your high school as to their ability to make the subjects mean something personal to you? (Check only one answer).
   a. Very high___ d. Low___
   b. High___ e. Very Low___
   c. Moderate___ f. I don't know

9. How would you rate the faculty of your high school as to their overall teaching abilities? (Check only one answer).
   a. Very high___ d. Low___
   b. High___ e. Very low___
   c. Moderate___ f. I don't know

10. How often have you gone to teachers on your own for help with school work? (Check only one answer).
    a. Very often__d. Very few times___
    b. Quite often__d. Not at all___
    c. Sometimes___

11. Why do you do what teachers ask of you in school? (Place a #1 by the statement which is the most important reason, a #6 by that which is the least important reason, and use the numbers 2-5 for the rest of the statements. PLEASE USE EACH NUMBER ONLY ONCE.
    a.___out of fear.
    b.___out of respect for their knowledge
    c.___because they are friendly
    d.___because they understand teenagers
    e.___because they are strict
    f.___because they are willing to help
    g.___other reasons(name them)

12. Do you feel under undue pressure of school work?
    a. Yes___ d. Not often___
    b. Most of the time___
    c. Sometimes___ e. No___

13. Why do you feel under pressure?
    a. Too much schoolwork___
    b. Too many extra-curricular activities___
    c. Pressure from parents for good grades___
    d. Need for good grades to get into college___
    e. Need good grades to graduate___
    f. Other______________________________

13. Rate the following five items as to their importance to you.
    Place a #1 by the most important, a #5 by the least important, and use numbers 2, 3, and 4 for other statements. PLEASE USE EACH NUMBER ONLY ONCE.
    a.___Homeroom d. Study hall___
    b.___Homework e. Daily class period___
    c.___Library f. Other___(name it)

14. Generally speaking, how well satisfied are you with the overall academic side of your high school?
    a. Very well satisfied___
    b. Satisfied___
    c. Not very satisfied___
    d. Very dissatisfied___
    e. Unanswered___

15. Write an "X" in one of the columns numbered 1-4 that tells where you are most likely to learn the things listed in Column A on the left. Check only one column for each item in Column A.

Things I Learn	Where I learn the things in Column A			
Column A	Column 1 Courses in lab, classroom, library, etc.	Column 2 Extra-Curricular in clubs sports, student govt. parties, etc.	Column 3 Out-of-School Home, Church Y's, Scouts etc.	Column 4 Nowhere
1. Understanding the meaning of democracy				
2. Developing a pleasing personality				
3. A good preparation for college				
4. Getting along with the opposite sex				
5. Understanding the meaning of freedom				
6. How to be a leader				
7. Knowing that I am as important as others				
8. Preparation for a job				
9. Fair play				
10. How to make good decisions and choices				
11. Where I fit in here at school				
12. How to use free time wisely				
13. Understanding the meaning of justice				
14. How to be popular				
15. How to take adult responsibility				
16. Understanding myself				
17. Working democratically with others				
18. Understanding meaning of social equality				
19. Understanding & getting along with other people				
20. What other students think is important				

16. Look at what you have checked in Column 2oof the previous question. Tell where you have learned these things by writing the number of what you learned (from Column A of previous question) behind each of the extra-curricular activities in Column 1 on the left below. You may list a thing you have learned behind more than one activity if you wish.

Column 1 Extra-curricular Activity	Where I learned it (from Column2)
a. Athletics	
b. Clubs	
c. Parties	
d. Student Government	
e. Friendships	

17. Check one of the columns numbered 1-7 that best describe how you learn each of the things listed in the left hand Column A.

Column A What I learn	1. Lectures by teacher	2. Reading	3. Watching imitating others	4. I do not know	5. Talk it over with adults	6. Talk it over with buddies	7. Class-room discussion
1. Understanding the meaning of democracy							
2. Developing a pleasing personality							
3. A good preparation for college							
4. Getting along with the opposite sex							
5. Understanding the meaning of freedom							
6. How to be a leader							
7. Knowing that I am as important as anyone							
8. Preparation for a job							
9. Fair play							

Question 17 - Continued

Column A	How I learn it						
What I learn	1. Lectures by teachers	2. Reading	3. Watching imitating others	4. I do not know	5. Talk it over with adults	6. Talk it over with buddies	7. Class-room discussion
10. How to make good decisions and choices							
11. Where I fit in here at school							
12. How to use free time wisely							
13. Understanding the meaning of justice							
14. How to be popular							
15. How to take adult responsibility							
16. Understanding myself							
17. Working democratically with others							
18. Understanding the meaning of social equality							
19. Understanding and getting along with people							
20. What other students think is important							

18. To whom do you go for help with the kinds of problems listed on the left?

Teachers	Counselor	Parents	Minister Priest Rabbi	Friends of same sex	Friends of opposite sex	Nobody	I don't have this problem
1. Personal problems, unp happiness, disappointments, troubles etc.							
2. Academic problems, what courses to take, scheduling,. electives, etc.							
3. Vocational problems, planning a career, getting jobs, finding out your job interests, etc.							
4. Social problems, getting along with others, boy-problems, girl-problems, etc.							
5. Family problems getting on with parents, brothers, sisters							
6. Teacher problems getting along with teachers, discipline, getting work done, grades etc.							
7. College problems how to apply to and get in the college you want							
8. Problems with the law, trouble with police or authorities							

7.

19. What do you want to get out of your participation in extra-curricular activities, such as clubs, activities, sports, etc.? (Use 1 for the most important, 2 for next importance...5 for least important reason.)
a.___Opportunities to be with friends and do things with them.
b.___It is an important part of my preparation to be an adult.
c.)))Gives me a feeling of belonging.
d.___Helps develop a well-rounded personality.
e.___Opportunities to contribute to school spirit and making the school run smoothly.
f.___Helps me develop talents, such as___________, that I can't develop in other school work.

20. How can you tell if you are successful in extra-curricular activities?
a.___Teachers praise you for your success.
b.___Friends and classmates praise you.
c.___You get elected to offices.
d.___Parents praise you.
e.___You get more privileges.
f.___Other (Name it)_______________

21. What do you get the biggest kci kick out of? Where do you have the most fun? Place a #1 by the most important, a #5 by the least, and 2, 3, and 4 for the other statements. PLEASE USE EACH NUMBER ONLY ONCE.
a.___School work
b.___Extra-curricular activities
c.___An outside job
d.___Family life
e.___Church, Scouting, etc.
f.___Dating
g.___Other (Name it)_______________

22. Rate the following five items as to their long range importance to you. Place a #1 by the most important, a #5 by the least important, and use the numbers 2, 3, and 4 for the other statements. PLEASE USE EACH NUMBER ONLY ONCE.
a.___School work
b.___Extra-curricular activities
c.___An outside job
d.___Family life
e.___Church, scouting, etc. activities
f.___Dating
g.___Other (Name it)_______________

23. In how many extra-curricular activities have you participated this year?
a.___No activities
b.___1-3 activities
c.___3-5 activities
d.___over 5 activities

What activities?
a.___Athletics
b.___Academic clubs (Nat. Honor society, FTA, etc.)
c.___Fine arts activities
d.___Student government
e.___Service and social clubs
f.___Hobby clubs
g.___Other

24. Are you satisfied with the number of opportunities for participating in extra-curricular activities? Yes___ No___

25. If you have not participated in extra-curricular activities explain why not.

26. Have you had any opportunities for leadership in school? Yes___ No___
If yes, what opportunities?
a. An officer or chairman of an organization (an elected position)___
b. An informal position (not elected and temporary)___
c. Member of organization, team, etc. ___

27. Are you satisfied with the number of opportunities you have had for leadership? Yes___ No___

28. Which of the following things are important for helping a person become a leader in high school? (Rate them 1, most important; 2, less important; and 3, least important.)
a. Being outstanding in some way, for example being smart, good looking, or having a good personality, etc.___
b. Helping a group of which you are a member to accomplish its task by, for example, having good ideas, being able to get the job done, etc.___
c. Being thoughtful about others, for example helping others enjoy working together, being concerned about good human relations in a group, etc.___

29. In the left hand Column A, are listed a number of things that it takes for doing the things listed in Columns 1-6. Start with Column 1 and check each of the items in Column A that it takes to be a leader. Do the same with the rest of Columns.

What it takes.......................... To do the following:

Column A.	1. To be a leader	2. Get into the leading crowd	3. Get on with the opposite sex	4. Get on with the same sex	5. Get on with teachers	6. Get on with parents
1. Pleasing personality						
2. Participating in activities						
3. Having the respect of students						
4. Being intelligent						
5. Being well dressed, having money, a car						
6. Having the right friends, being in the right crowd						
7. Being sincere, honest, taking responsibility						
8. Having special talents						
9. Having ideas and being able to present them well						
10. Being friendly						
11. Being a good follower						
12. Having the desire for it						
13. Being an individualist						
14. Working hard						
15. Being emotionally stable						

30. Give the names of five student leaders in high school.

31. Is there what you might call a "leading crowd" in school? Yes___ No___
If so, what makes it a leading crowd?

32. Would you say that you are part of a leading crowd at school? Yes___
No___ If you are not part of the leading crowd, are you:

a. A part of another crowd_____
b. No part of a crowd_____

Name five persons in the leading crowd in high school.

33. Would you like to be a part of the leading crowd at school? Yes___ No___ Why?

34. Is it ever all right for boys and girls to walk down the hall at school holding hands? Yes___ No___

35. Is it ever all right for boys and girls to walk down the hall at school with their arms around each other? Yes___ No___

36. What do you like best about your social life in school?
a. School sponsored events, clubs, athletic events, dances, etc.___
b. The chance to be with friends___
c. The chance to make more friends___
d. Other______________________________

37. What do you like least about your social life at school?
a. Students are too "cliquey"___
b. Not enough school sponsored activities___
c. School facilities are inadequate___
d. Other______________________________

38. What do you talk about when a group of your friends are together?
a. School work, teachers, assignments, etc.___
b. Extra-curricular activities, sports, dates, parties, etc.___
c. Girl friends, boy friends, sex___
d. Personal problems___
e. Future plans___
f. Beliefs and ideas___
g. General gossip___
h. Other______________________________

39. Which of the following best describes the way you would like to be seen by the other students in high school? (PLEASE CHECK ONLY ONE OF THE FOLLOWING ANSWERS.)
a. Athlete_____
b. "Brain"_____
c. Popular_____
d. Average student_____
e. Well-rounded student_____
f. "Snob"_____
g. Non-conformist_____
h. Troublemaker_____
i. Other__________________________

40. Which of the following best describes the way that you think other students in high school look at you? (PLEASE CHECK ONLY ONE OF THE FOLLOWING ANSWERS.)
a. Athlete_____
b. "Brain"_____
c. Popular_____
d. Average student_____
e. Well-rounded student_____
f. "Snob"_____
g. Non-conformist_____
h. Troublemaker_____
i. Other_____

41. How many of the students in your high school are getting a fair deal?
a. All of them_____
b. Most of them_____
c. About half of them_____
d. A few of them_____
e. None of them_____
Do you think you can do anything to help kids get a fair deal in high school?
a. Yes_____
b. No_____
If yes, what?
If no, why not?
Have you been getting a fair deal?
Yes___ No___ I don't know___
If not, why not?

42. Place an X-mark in front of the one statement below that best describes the relationship you have with the kinds of leaders in this school. The statement you check should be true of the way leaders treat you as well as the way you treat them. Think of leaders in general, not the worst nor the best.

___1. I have them over to my house and go to theirs.

___2. I have dates with them.

___3. I am in the same social club with them.

___4. I sometimes work with them on a school project.

___5. I usually greet them when I see them but that's about all.

___6. I ignore them and they ignore me.

___7. I wish they were not in school.

43. Are school rules fair when dealing with absences, cars, dances, noon hour activities, etc?
a. Yes___ d. A few of them___
b. Most of them___ e. No___
c. Some of them___

44. Are there any rules in school that you think should be changed?
Yes___ No___ If yes, which one(s)?

45. How easy is it to get a rule changed in high school?
a. Very easy___ d. Fairly hard___
b. Fairly easy___ e. Very hard___
c. Don't know___ f. Never tried___

46. How do you go about getting a rule changed in school?
a. Student petition___
b. Talking to administration___
c. Through talking to faculty___
d. Through student government___
e. Other (Name it)________________
f. Don't know___
g. It's impossible___

47. How well are you informed about what is going on in school?
a. Very well___
b. Better than most___
c. Average___
d. As well as other kids___
e. Not too well___
f. Not at all___

48. Do school officials ever ask you for your opinion in deciding things at school?
Yes___ No___
Should they?
a. Yes___ d. Don't know___
b. Sometimes___ e. Don't care___
c. No___
With what kinds of decisions?

49. How well satisfied are you with the school schedule?
a. Very well satisfied___
b. Rather satisfied___
c. Satisfied___
d. Rather dissatisfied___
e. Very dissatisfied___
What changes, if any, would you suggest?

50. How well satisfied are with the school lunch hour?
a. Very well satisfied___
b. Rather satisfied___
c. Satisfied___
d. Rather dissatisfied___
e. Very dissatisfied___
What changes, if any, would you suggest?

51. Have you been able to see a counselor when you felt you needed to?
a. Yes___ d. Not often___
b. Usually___ e. No___
c. Sometimes___
If no, why not?
a. I'm too busy___
b. Counselors are too busy___
c. Counselors are not helpful or do not seem interested___
d. Other______________________

52. Have you ever gone to talk to your high school counselor? Yes___ No___ If yes, why?
a. Talk about college or future plans___
b. Talk about high school program such as choosing courses, getting test results___
c. Talk about personal problems___
d. Called in to talk___
If no, why not?
a. Never needed to___
b. Counselors have been too busy to see me___
c. Other______________________

53. What do you want to be doing after you are out of high school five years? (check those that apply)
a. Have a good job that I enjoy___
b. Be married and raising a family___
c. Be in college or still in school___
d. Be in the armed forces___
e. Be carefree and able to do what I want without any responsibilities which tie me down___
f. Be successful___
g. Be actively fighting with others for what I believe is right___
h. Other (Name it)______________________

54. What do you want to be doing after you are out of high school ten years? (check those that apply)
a. Have a good job that I enjoy___
b. Be married and raising a family___
c. Be in college or still in school___
d. Be in the armed forces___
e. Be carefree and able to do what I want without any responsibilities which tie me down___
f. Be successful___
g. Be actively fighting with others for what I believe is right___
h. Other (Name it)______________________

55. Rank the following four things in their order of importance in terms of what you want to get out of life. Place a 1 by the most important, a 4 by the least important; and a 2 and a 3 by the other items. Please use each number only once.
a.___Personal success, achieving ambitions
b.___Material wealth
c.)__Peace of mind
d.___Freedom
e.___Service to others
f.___Other (Name it)______________________

56. What is the best way to obtain what you want in life?
a. Hard work and determination___
b. A good mind and a good education___
c. High personal standards___
d. Being one's self, being individual___
e. Being ruthless and stepping on other people___
f. Having the goal firmly in mind___
g. Knowing the right people___
h. Doing one's best___
i. Other______________________

57. Who has had the greatest effect on your life?
a. Parents___
b. Mostly mother___
c. Mostly father___
d. Minister___
e. Counselors, teachers___
f. Individuals in the peer group___
g. No single person___
h. Don't know___
i. Other______________________________

58. Answer one of the following three statements in 25 words or less.
a. I feel that I Havnotohamuchnough personal freedom because
b. I feel that I do not have enough personal freedom because
c. I feel that I have about the right amount of personal freedom because

59. What does justice mean to you?
a. Equal rights for everyone___
b. A fair trial, a chance to prove myself innocent___
c. Dealing fairly with everyone___
d. Other__________________________

60. Are most of the people in this country getting a fair shake?
Yes_____ No_____

61. What does democracy mean to you? (Check as many answers as apply)
a. Equal rights for all___
b. Freedom of speech, religion, the constitutional freedoms___
c. Government by the people___
d. The opportunity to make my own decisions___
e. A chance for happiness and success___
f. Other______________________________
g. Don't know_______

62. How important is democracy to you?
a. Very important___
b. Fairly imporaant___
c. Somewhat important___
d. Not very important___
e. Not important at all___

63. Is it possible to change government? a. Yes___ N. No___
If yes, how?
a. By electing new leaders___
b. By organizing people into unified movements___
c. By passing new laws or enforcing old ones___
d. By making one's own opinions known to the present leaders___
e. Other____________________________

64. Do you feel well informed about what is going on in the government?
a. Yes___
b. No___
c. I don't know___
How do you find out what is going on in government?
a. Through radio, TV, newspapers, magazines, etc.___
b. Writing to congressmen, attending meetings, asking people___
c. In school___
d. You can't find out what is going on___

65. Do you think that the ways in which you find out what is going on in government are reliable, that is, do they present a true picture of what is really going on?
a. Yes___
b. No___